

North Carolina
Child Welfare
Education
Collaborative



**Annual Report
Executive Summary
Academic Year 2007–2008**

**North Carolina Child Welfare Education Collaborative
Annual Report Executive Summary
Academic Year 2007-2008**

Overview

North Carolina’s Child Welfare Education Collaborative represents the shared commitments of academia and human services to workforce excellence in the protection of children and strengthening of families. Established in 1999 and administered by the Jordan Institute for Families at UNC-Chapel Hill, the Collaborative is a statewide effort to prepare social workers for public child welfare practice. Partners include (a) the Division of Social Services, (b) the Association of County Directors of Social Services, (c) the National Association of Social Workers - North Carolina Chapter, and (d) social work education programs, including:

- Appalachian State University
- East Carolina University
- Joint MSW (UNC-Greensboro/ AT&T)
- North Carolina State University
- University of North Carolina at Chapel Hill
- University of North Carolina at Wilmington

National estimates suggest that average annual turnover in public child welfare is 30-40%. In addition to the burden on agencies, turnover profoundly affects children and families, resulting in delayed investigations, extended permanency planning, and failed reunification. The Collaborative is one of 30 partnerships partially funded under Title IV-E of the Adoption Assistance and Child Welfare Act of 1980 (P.L. 96-272). To create opportunities for current personnel and to bring new practitioners into the field, recruitment targets (1) DSS staff, (2) underrepresented ethnic minorities, and (3) those committed to child welfare careers.

Child Welfare Scholars receive specialized education and financial support to complete their degrees. In return, they commit to work in a North Carolina child welfare agency after graduation. Each academic year of support translates into a 12-month employment commitment; fulfillment of the obligation results in the loan being forgiven. In addition, students complete the state-mandated pre-service training requirement while in school, representing significant savings to agencies. To date, the Collaborative has trained nearly 600 Scholars. Approximately 80% of graduates fulfill their employment commitments (Figure 1), and many remain in DSS for several years thereafter (Figure 2).

Figure 1: Post-Graduation Outcomes for Scholars as of June 2008 (N = 470)

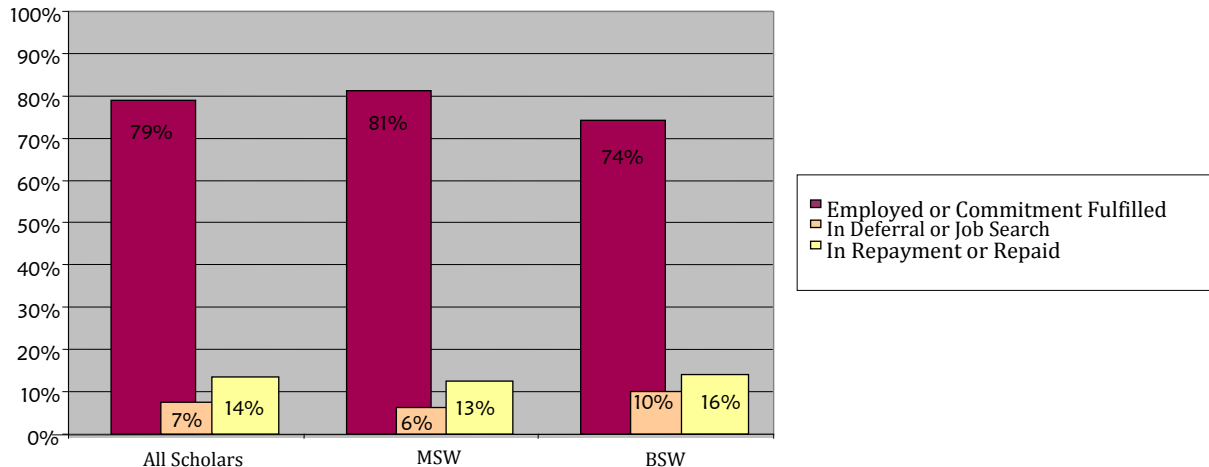
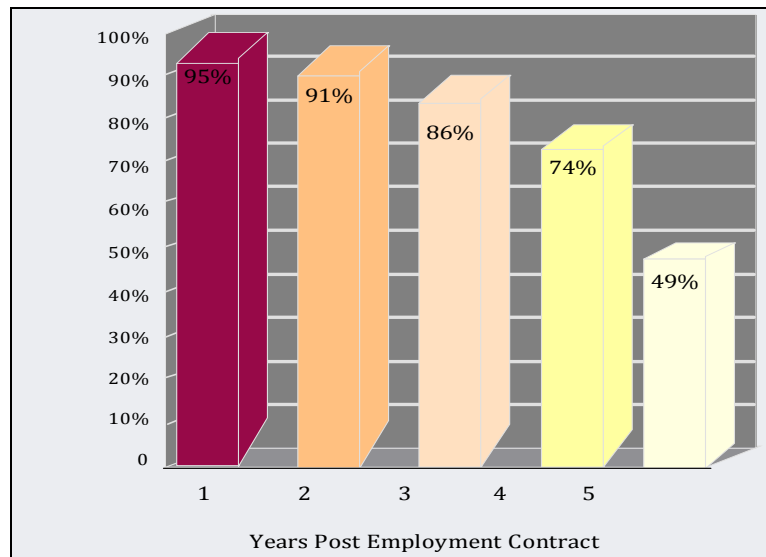


Figure 2: Proportion of Scholar Graduates Remaining Employed in Child Welfare after Completion of Employment Commitment as of March 2007 (N = 200)



Note: These findings are likely an underestimate, as our methodology only allowed us to track graduates providing direct services, & therefore we could not include those at supervisory or administrative levels.

Summary of Accomplishments for Academic Year 2007-2008

As summarized below, the six Collaborative university programs trained 108 Child Welfare Scholars during the 2007-2008 academic year, with 64 of those students graduating and beginning work in public child welfare.

Scholars Served and Graduated During 2007-2008 and Overall

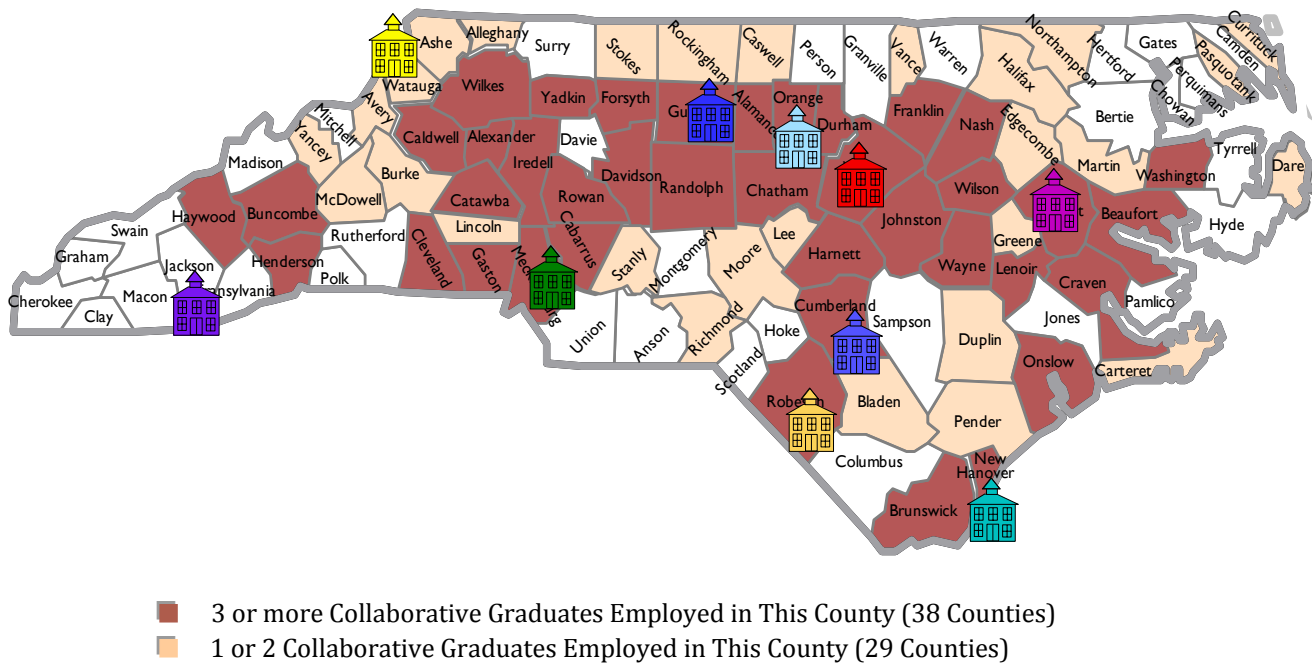
	2007-2008	Overall (2000-2008)
Scholars Served	108 (BSW 43) (MSW 65)	592 (BSW 199) (MSW 393)
Collaborative Graduates	64 (BSW 27) (MSW 37)	470 (BSW 166) (MSW 304)

In addition to the curriculum and field placement supports provided by university programs, several enhanced learning opportunities were offered. The Central Office co-sponsored, along with UNC-Chapel Hill's Field Education Program, a lecture, reception, and book signing by Andrew Bridge, children's rights lawyer and author of *Hope's Boy*, a memoir of his experiences in the foster care system. East Carolina University and the Central Office co-sponsored "*Coping with Secondary Traumatic Stress*," a day-long conference for Scholars and child welfare providers. The Conference drew over 200 participants, and attendees had the opportunity to learn from Jo Pryce, a nationally recognized leader in the field of secondary traumatic stress. Scholars participated in the annual UNC Law School Day, having the opportunity to practice crucial testimony and legal communication skills.

University programs engaged in a number of successful advocacy activities this year. Appalachian State University hosted a Forum and Reception for Collaborative Scholars, program graduates, and DSS personnel. They were joined by Senator Steve Goss and Representative Cullie Tarleton. UNC-Wilmington sponsored activities in honor of Child Abuse Awareness Month, including a display of blankets representing child fatalities in North Carolina and distribution of printed information about child maltreatment. Fundraising yielded over \$3,000, used for the purchase of toiletry items for children entering foster care.

Finally, a significant advocacy effort was launched in cooperation with NASW-North Carolina and the DSS Directors' Association. The group convened monthly conference calls and provided information to Government Relations personnel, legislators, and policy makers. The result was funding for four additional universities to train and support Child Welfare Scholars. Figure 3 shows the locations of all 10 Collaborative programs.

Figure 3: Collaborative University Programs with Counties (67) Employing Graduates



Schools

- | | | |
|---|---|--|
| ■ Western Carolina | ■ UNC-Greensboro/NC A&T | ■ UNC-Pembroke |
| ■ Appalachian State | ■ UNC-Chapel Hill | ■ Fayetteville State |
| ■ UNC-Charlotte | ■ NC State | ■ UNC-Wilmington |
| | ■ East Carolina | |

This funding will allow the Collaborative to address areas of North Carolina that have been traditionally understaffed and underserved, and to further contribute to workforce quality in support of our State's most vulnerable families and children.

**North Carolina Child Welfare Education Collaborative
Objectives, Deliverables, and Outcomes
Academic Year 2007-2008**

The following provides a summary of objectives, deliverables, and outcomes for the Collaborative's university programs and evaluation activities. Individual reports for each school follow this section.

Objectives, Deliverables, and Outcomes for University Programs

Objective 1: Outreach and Recruitment. Facilitate outreach activities to promote social work education to members of the target populations: current DSS employees, persons preparing for employment and persons who reflect the diversity in the state and in the service system.

Objective 2: Scholar Selection and Orientation. Coordinate a process to select and orient a cohort of child welfare scholars.

Deliverables 1 and 2: The pool of applicants will be large enough to select 50-60 new child welfare scholars each year. The Collaborative will provide services for 102 Child Welfare Scholars during the contract year.

Deliverables 1 and 2 Outcomes: Programs engaged in a range of recruitment and outreach activities in both university and agency contexts. Outreach aimed at the student population included presentations at student orientation and concentration meetings, social work classes, and relevant classes in other departments. In addition, bulletin board postings and website information were maintained. Informational sessions were conducted for interested students.

Outreach to DSS employees occurred through printed materials, visits to agencies, and informational sessions conducted on-site. The Collaborative designed a series of promotional fliers and brochures based on a "Cultivate a Career in Child Welfare" theme (included in Appendix). Collaborative staff conducted informational sessions at the MRS Training Institute and the Eastern Regional Directors' Meeting. In addition, staff attended the following professional conferences with informational displays and materials:

October 2007	NCACDSS Conference, Hickory
February 2008	Social Services Institute, New Bern
March 2008	NASW Ethics Conference, Raleigh
March 2008	Prevent Child Abuse, Winston-Salem
April 2008	Children & Family Services Association, New Bern

With selection committees consisting of Collaborative and other Social Work faculty, Field Instructors, Supervisors, Program Managers, and Scholar Alumnae, University programs admitted 64 new Child Welfare Scholars, and served a total of 108 Scholars for the contract year. The following details some of key demographics of those 108 Scholars.

Demographic Characteristics of Scholars 2007-2008

<i>Demographics</i>		<i># of Scholars</i>
Total students served		108
New students		64
Students graduating		64
Sex	Female	101
	Male	7
Race/Ethnicity	White	63
	African American	37
	Hispanic/Latino	3
	Native American	1
	Multiracial/Other	4
Spanish Speaking	Yes	31
Sign Language	Yes	3
Current DSS Employee	Yes	22
Degree Program	BSW	43
	MSW	65

Objective 3: Curriculum: Improve the knowledge and practice skills of child welfare Scholars and other students by augmenting the educational curriculum through targeted coursework and public child welfare field placements.

Deliverable 3: Preservice training competencies will be integrated into the curriculum at each social work education program. At least one focused child welfare course will be offered by each program.

Deliverable 3 Outcomes: Each school effectively integrated Preservice training competencies into its curriculum. A total of 79 students (Scholars and waiver students) took part in preservice training activities this year. For some schools, competencies were introduced in a 5-6 day intensive seminar before the start of the semester, and then reinforced through targeted coursework, field education, and seminars on special topics; for others, competencies were addressed in a full-semester course in which Scholars enrolled for credit. In all cases, field placements served as the arena in which competencies introduced in the classroom were practiced and evaluated.

Each school offered at least one targeted child welfare course; in addition, each program sponsored or conducted a series of seminars or workshops addressing selected topics in greater detail. Many of these sessions included members of the child welfare workforce, as either presenters or attendees. Some of the topics addressed included:

- Child Welfare and Substance Abuse
- Child Welfare Issues for Latino Families
- Child Welfare and Domestic Violence
- Transracial Adoption
- Child Welfare Issues for Incarcerated Women

Programs were creative in designing these learning experiences to accommodate the needs of full- and part-time Scholars, in both on-campus and off-campus settings.

Programs worked diligently to obtain field placements for Scholars. Seventy-nine Scholars were placed in 28 counties, with several schools adding new counties to their list of sites. Programs reported a continuing challenge related to identifying MSW field supervisors for their Scholars; two schools addressed this problem by having Collaborative faculty members serve as Field Instructors (supervisors) for those sites lacking in appropriate supervision resources.

In addition to individual program offerings, several Collaborative-wide learning activities were offered, enhancing the quality of Scholars' educational experiences. East Carolina University and the Collaborative Central Office co-sponsored "Coping with Secondary Traumatic Stress," a day-long conference for Scholars and child welfare providers statewide. In addition, Scholars participated in the annual UNC Law School Day, having the opportunity to practice court-related skills.

Finally, all schools reported strategies for infusing child welfare content into the Social Work curriculum, as well as into the course offerings of related departments, such that 223 non-Collaborative students (across all schools) enrolled in Child Welfare classes. Faculty presented guest lectures in other classes and departments, and held discussions with non-Collaborative colleagues to encourage adaptation of course assignments so that they could be completed with a child welfare focus.

Objective 4: Administrative Processes to Support Program. Maintain a schedule and administrative system for disbursing service awards, tuition, and reimbursements for full time and part time Scholars according to the terms of their contracts.

Deliverable 4: University-based systems for disbursing funds to scholars and tracking such disbursements will be maintained. Central Office will review these systems during annual monitoring visits.

Deliverable 4 Outcomes: All programs administered service awards in a timely and accurate fashion, supported by the Central Office.

Objective 5: Tracking and monitoring Scholars. Maintain a web-based system for monitoring activities and tracking child welfare scholars and graduates.

Deliverable 5: Database on web that includes all Scholars and graduates will be maintained and enhanced. Each university and the Central Office will prepare bi-Annual reports regarding Scholars and program activities.

Deliverable 5 Outcomes: All programs performed their data entry and reporting duties. The Central Office has moved forward with a major effort to improve the data

entry interface so that faculty will experience greater ease and less duplication of effort in data entry. In addition, database consultants have been working with the Central Office to improve and enhance the database's reporting capabilities.

Objective 6: Supporting the Transition from School to Work. Develop and maintain strategies to assist graduates secure appropriate positions in child welfare and successfully begin employment at DSS.

Deliverable 6: Each university will work with local DSS programs to facilitate employment opportunities. The programs will prepare Scholars for entry into the workforce. The Central Office will maintain the child welfare jobs listserv, and will liaison with NCACDSS. The Central Office will develop services to assist graduating scholars with the transition from school to employment.

Deliverable 6 Outcomes: Each program implemented learning activities to prepare Scholars for the job search, and for making a successful transition to the workforce. These included interview simulations, presentations from DSS personnel, and resume development workshops. Faculty met individually with graduating Scholars to identify employment priorities and needs. Coordinators and faculty worked closely with local DSS programs to identify and disseminate potential positions for Scholars, and to support Scholars' applications.

In addition to the efforts of each University program, the Employment Support Coordinator sent brochures and letters to all graduating Scholars with information about preparation for employment and job search resources. She visited several schools to deliver presentations, and made a PowerPoint presentation on job search issues available to all programs. Scholars were subscribed to the Child Welfare Jobs Listserv, through which they had access to information about vacancies across the State. Finally, the Employment Support Coordinator continued her popular practice of sending a "Welcome to Work Toolbox" to each Scholar upon receiving his/her Employment Verification Form.

Objective 7: Post Graduate Support. Provide follow up support services for employed Scholars in order to support their professional development and assist agencies with staff retention.

Deliverable 7: The Central Office will publish a semi-annual newsletter targeting graduates, and will provide other support services to be planned by the Advisory Board and other stakeholders. Universities will maintain regular contact with graduates and conduct local needs assessments leading to development of services to address some of these needs.

Deliverable 7 Outcomes: The Employment Support Coordinator developed and distributed the Scholar Alumni E-Newsletter twice during the academic year. The University programs were generous in submitting numerous articles, photos, and announcements from their schools. In addition, the Employment Support Coordinator maintains phone contact and the Evaluation Coordinator collects data at several points during the first several years of employment in order to identify trends and needs related to supporting Scholars to successfully maintain their employment in child welfare. These data are presented regularly at meetings of the Advisory Board,

and serve as a springboard for discussion of strategies and program directions supportive of Scholars in their early years of work.

All University programs maintained regular contact with their recently graduated Scholars, at a minimum by phone, and frequently, via on-site visits. The majority of the schools engage Scholar alumnae as classroom speakers, panel members, and/or Selection Committee members.

Objective 8: Program Evaluation. Implement multiple measures to collect process and outcome data related to program inputs, scholar performance, and scholar outcomes.

Deliverable 8: Annual reports of program activities will be provided to major stakeholders including: focus group reports for at least three universities; Knowledge Assessment reports provided to scholars and a summary report to each university; postgraduate survey reports. In addition, each University will prepare a Year-End Report.

Deliverable 8 Outcomes: Programs prepared and submitted their year-end reports. Knowledge Assessment reports were prepared and distributed to all schools at mid-year and at the year's end. Each school received (a) profiles for each student, (b) summary scores for the school, and (c) scores from the Regional Training Centers for comparison.

Focus groups were conducted with graduating students from Appalachian State, East Carolina (BSW and MSW groups separately), North Carolina State, and UNC-Chapel Hill. A written survey was administered to Scholar graduates who were approximately 1 year into their employment commitments. Two rounds of telephone interviews were completed with graduates who were approximately 1 year past completion of their employment commitments.

The Evaluation Coordinator and Employment Support Coordinator presented summaries of evaluation findings at Steering Committee/Advisory Board meetings in December 2007 and May 2008. Of special interest was the "Where Are They Now?" presentation, which provided information about retention of Scholars in DSS employment after completion of their employment commitments, supplemented by qualitative information exploring factors contributing to the decision to stay in, or to leave, child welfare.

Objective 9: Repayment System. Maintain a system of billing and collections for Scholars and graduates who do not complete the service agreement and who must repay funds awarded.

Deliverable 9: Maintain agreement with UNC-CH Student Loan Services to handle billing and collections for all participating universities:

Deliverable 9 Outcomes: This deliverable was fully met by all schools.

Objective 10: Waiver Option. Monitor and provide program administration for universities that have received a waiver from the NC Division of Social Services and are authorized to provide child welfare Preservice training.

Deliverable 10: Maintain a system to administer the program with existing schools and work with new schools seeking the waiver.

Deliverable 10 Outcomes: The Collaborative's Central Office continued to administer the waiver program, and continued to work with the BSW Program at NC A&T State University to complete the curriculum review process. Informational meetings were conducted with the MSW Program at Appalachian State University and the BSW Program at Elizabeth City State University. The Central Office coordinates recruitment, enters data into TIMS, tracks waiver students' progress and issues certificates indicating completion of the waiver program, and provides general support and troubleshooting.

**NC Child Welfare Education Collaborative
Summary of Objectives, Deliverables, & Outcomes for University Programs**

ASU	ECU	JMSW	NCSU	UNC-CH	UNC-W
<p>Objective 1: Outreach & Recruitment Facilitate outreach activities to promote social work education to members of the target populations, including current DSS employees, persons preparing for employment and persons who reflect the diversity in the state and in the service system.</p>					
<ul style="list-style-type: none"> • Outreach in local DSS agencies, Social Work classes 	<ul style="list-style-type: none"> • Outreach in 15 DSS agencies, MRS Institute, Directors' meeting, ECU & Pitt Community College classes, Graduate Education & Career Days 	<ul style="list-style-type: none"> • Information sessions in 6 DSS agencies & Social Work Classes 	<ul style="list-style-type: none"> • Information sessions at Graduate Education & Career Days • Designed new promotional materials & launched website 	<ul style="list-style-type: none"> • Information sessions at new student orientation & concentration planning sessions for full time & part time students 	<ul style="list-style-type: none"> • Information sessions in 2 DSS agencies & Social Work classes • Child Abuse Awareness activities on campus & in community
<p>Objective 2: Selection & Orientation Coordinate a process to select and orient a cohort of Child Welfare Scholars.</p>					
<p>All available slots for Scholars filled. Each School worked with a diverse Selection Committee of faculty, Supervisors or Program Managers, & Scholar alumni.</p>					
<p>Objective 3: Curriculum Improve the knowledge and practice skills of child welfare scholars and other students by augmenting the educational curriculum through targeted coursework and public child welfare field placements.</p>					
<p>Preservice Seminar: Fall, Spring, Summer</p> <p>Coursework:</p> <ul style="list-style-type: none"> • <i>Social Services for Children & Youth</i> • <i>Social Services for Troubled Families</i> <p>Field Education: ASU supervision for counties without an MSW to increase available placements</p> <p>Additional Experiences: Seminars on child welfare topics</p>	<p>Preservice Seminar: Spring semester</p> <p>Coursework:</p> <ul style="list-style-type: none"> • <i>Child Welfare Practice</i> • <i>Special Topics in Child Welfare Practice</i> <p>Field Education: Scholars placed in 16 DSS agencies (1 new)</p> <p>Additional Experiences: Statewide conference: "Secondary Traumatic Stress"</p>	<p>Preservice Seminar: Fall semester</p> <p>Coursework:</p> <ul style="list-style-type: none"> • <i>Social Services for Children</i> <p>Field Education: Training units in Forsyth & Guilford Counties, supporting 6 Scholars</p> <p>Additional Experiences: Seminars on selected child welfare topics</p>	<p>Preservice Seminar: Spring semester</p> <p>Coursework:</p> <ul style="list-style-type: none"> • <i>Child Welfare</i> <p>Field Education: 3 Scholars placed</p> <p>Additional Experiences: 8-week seminar on selected child welfare topics</p>	<p>Preservice Seminar: Fall semester</p> <p>Coursework:</p> <ul style="list-style-type: none"> • <i>Child Welfare Perspectives</i> • <i>Family Centered Social Work Practice</i> <p>Field Education: Scholars placed in 11 DSS agencies</p> <p>Additional Experiences: Forensic Interviewing with Children; seminars; Inquiry-Based Learning seminar</p>	<p>Preservice Seminar: Spring semester</p> <p>Coursework:</p> <ul style="list-style-type: none"> • <i>Child Abuse & Neglect</i> <p>Field Education: Scholars placed in 5 DSS agencies (1 new agency)</p> <p>Additional Experiences: Seminars on selected child welfare topics</p>

ASU	ECU	JMSW	NCSU	UNC-CH	UNC-W
Objective 4: Administrative Processes					
Maintain a schedule and administrative system for disbursing service awards, tuition, and reimbursements for full time and part time students according to the terms of their contracts.					
Deliverables met for all schools					
Objective 5: Tracking & Monitoring					
Maintain a web-based system for monitoring activities and tracking child welfare scholars and graduates.					
Deliverables met for all schools					
Objective 6: Transition to Work					
Develop and maintain strategies to assist graduates secure appropriate positions in child welfare and successfully begin employment at DSS.					
<ul style="list-style-type: none"> • Seminar on resume preparation & job interviews • 1:1 meetings to identify positions & search strategies 	<ul style="list-style-type: none"> • Career preparation seminar from Employment Support Coordinator • Bulletin board with job listings maintained 	<ul style="list-style-type: none"> • Sessions on employment search offered to graduating Scholars 	<ul style="list-style-type: none"> • Interview Simulation activity with DSS professionals 	<ul style="list-style-type: none"> • Work transition addressed during monthly seminars • DSS representation at annual Job Fair • Faculty contact with DSS agency before interview 	<ul style="list-style-type: none"> • Individual meetings with Scholars • Bulletin board with job listings maintained
Objective 7: Post Graduate Support					
Provide follow up support services for employed scholars in order to support their professional development and assist agencies with staff retention.					
<ul style="list-style-type: none"> • Phone contact • Contributions to Alumnae Newsletter • Alumnae invited to ASU Forum & Reception event 	<ul style="list-style-type: none"> • Phone contact • Contributions to Alumnae Newsletter • Graduates invited to Statewide conference • Graduates invited to serve on selection committee 	<ul style="list-style-type: none"> • Phone contact • Contributions to Alumnae Newsletter 	<ul style="list-style-type: none"> • Phone contact • Contributions to Alumnae Newsletter • Alumna served on Selection Committee 	<ul style="list-style-type: none"> • Phone contact & visits where feasible • Contributions to Alumnae Newsletter 	<ul style="list-style-type: none"> • Phone contact • Contributions to Alumnae Newsletter • Engagement of graduates via Selection Committee & guest speaking in classes
Objective 8: Program Evaluation					
Implement multiple measures to collect process and outcome data related to program inputs, scholar performance, and scholar outcomes.					
Deliverables met for all schools					
Objective 9: Billing & Collections					
Maintain agreement with UNC-CH Student Loan Services to handle billing and collections for all participating universities:					
Deliverables met for all schools					

Objectives, Deliverables, and Outcomes for Program Evaluation

A summary table outlining each of the Collaborative's routine evaluation activities is included with this document, and a listing of activities conducted is summarized above, in "Deliverable 8: Program Evaluation." For the 2007-2008 year, we chose to focus in greater detail on three aspects of our evaluation process:

Evaluation Objective 1: Improved understanding of the decision process regarding intent to leave or to stay in child welfare. Due largely to the follow-up efforts of individual schools as well as our Employment Support Coordinator, we observed anecdotally that a critical turning point for Scholars often occurs approximately 6 months into the employment experience, with some making the decision to leave DSS, and others choosing to stay. Understanding the nature of this turning point, we believed, would enable us to design effective strategies for supporting Scholars to successfully transition into their professional roles.

Evaluation Deliverable 1: The Collaborative will implement enhanced evaluation activities to occur approximately 6 months into Scholars' employment experiences.

Deliverable 1 Outcomes: Our initial plan was to develop and administer a written survey to graduates at approximately their 6-month employment date. However, because we already had a number of contacts with graduates occurring on a regular basis (among these, a 6-month phone call from the Employment Support Coordinator), we worried about "request overload," and chose to see whether we could glean the needed information through existing channels, rather than adding a new request for information from Scholars.

The Program Director, Employment Support Coordinator, and Evaluation Coordinator developed a set of questions to be asked at the 6-month phone contact. In addition to general inquiries about the Scholars' well-being and satisfaction with the job, we selected questions that would elicit feedback on aspects of their employment experiences that are known to be associated with retention outcomes, including:

- Orientation process – content, timing, length
- Format and quality of supervision
- Ongoing training/mentorship opportunities
- Availability of professional development opportunities and a professional development plan

While this qualitative information was rich and useful, we decided that, even though it would entail another request for information to our graduates, it would be worthwhile to collect quantitative information from them on this critical time period as well. Our PBC plan for 2008-2009, therefore, outlines a protocol for collecting this information (turning the 6-month marker into a formalized evaluation activity, much like those that occur at the 12-month post-graduation and 12-month post-employment commitment points in time).

Evaluation Objective 2: Improved use of evaluation findings to support the Collaborative's continued development. The purpose of the Collaborative's evaluation activities is to provide insight into the program's functioning and identify areas for improvement. While we routinely provide information to individual schools regarding their

Scholars' performance and perceptions, we believed that we could improve our dissemination and use of evaluation findings to support program improvement.

Evaluation Deliverable 2: The Collaborative will develop and refine Evaluation Update documents for individual university programs that increase the utility of evaluation findings for program improvement.

Deliverable 2 Outcomes: The initial concept for the Evaluation Update was presented to the Evaluation Council and the Steering Committee early in the academic year. With their input, a "generic" (non-specific to any particular school) Evaluation Update document was developed and presented at the Faculty Development Retreat in February 2008. Coordinators and faculty offered helpful insights regarding the organization and formatting of the data that would yield the most user-friendly and useful information, which could then be used to develop targets for program improvement. With their feedback, an individual document integrating quantitative and qualitative data was prepared for each school. Each document contains the following components:

- Employment commitment outcomes (all schools and "your" school, separated by BSW/MSW degree)
- Post-employment commitment retention outcomes (all schools and "your" school, separated by BSW/MSW degree)
- Knowledge Assessment outcomes (training centers, all schools final administration, "your" school final administration, separated by BSW/MSW degree)
- Summary of most recent focus group responses
- Qualitative responses from post-graduate survey
- Qualitative responses from post-employment commitment survey

Faculty responded enthusiastically to this new product, and we look forward to continuing to develop and use the Evaluation Updates to support the program's growth and development.

Evaluation Objective 3: Documentation of benefits and challenges related to increasing the Collaborative's presence in rural counties. Part of our workforce enhancement mission is to reach out to rural DSS agencies that may experience challenges in recruiting qualified staff. Since Scholars frequently become employed in the agencies in which they complete their field placements, it may be that increasing such placements may result in a more qualified and stable workforce in these especially needy areas. However, field placements in outlying counties often impose a disproportionate financial burden on student interns who must travel long distances at their own expense. One of our schools, UNC Wilmington, planned to engage in a pilot project whereby 2-3 Scholars would receive additional stipends to defray the costs of travel to outlying counties.

Evaluation Deliverable 3: The Evaluation Coordinator will provide support to UNC-Wilmington in evaluating the impact of the rural field placement pilot project.

Evaluation Deliverable 3 Outcomes: Ongoing outreach to rural counties resulted in placements in Brunswick and Pender counties, and the Scholar placed in Brunswick was hired upon graduation. Changes in the allocation of funding for Scholar support

among the university programs, however, resulted in a reduction of funds specifically for travel to outlying counties, but the creation of an additional Scholar support package at UNC Wilmington, and it was this Scholar who accepted one of the rural placements.

Efforts occurred to place additional Scholars in rural counties as well. Columbus County requested an intern, but UNC Wilmington was unable to fill the request partly due to the distance of Columbus County from the University. Jones County was also approached about the opportunities offered by the Collaborative and the opportunity to have an intern. However, at that time Jones County did not feel they had the resources to accept an intern.

Because of these logistical challenges and funding changes, therefore, the objective of providing travel stipends for Scholar travel to rural counties could not be achieved. The issue will continue to be explored at UNC Wilmington, and evaluation support will be available if and when the stipends are implemented.

Summary of NC Child Welfare Education Collaborative Evaluation Activities

Activity	Purpose	Sample	When	Products
Knowledge Assessment	<ul style="list-style-type: none"> To assess mastery of pre-service training competencies Scholars use data to plan educational & professional development experiences 	All Scholars	Each Scholar takes assessment (1) midway through program and (2) at graduation	<ul style="list-style-type: none"> University programs receives report for each student, & for program overall Summary scores generated across University programs
Focus Group	<ul style="list-style-type: none"> To assess satisfaction with professional education Used for program improvement 	Graduating Scholars	Every 2 years per University program just prior to graduation	<ul style="list-style-type: none"> University programs receive summary of feedback from Scholars
Post Graduate Scholar & Supervisor Survey	<ul style="list-style-type: none"> To assess the extent to which graduates perceive they are prepared for practice To assess the extent to which Supervisors perceive that graduates are prepared for practice To follow career paths of graduates 	Graduates completing employment obligation & their Supervisors	Approximately 15 months after graduation	<ul style="list-style-type: none"> Statistical reports from quantitative items Summary of qualitative feedback
Post Employment Contract Telephone Survey	<ul style="list-style-type: none"> To follow career paths of graduates To learn more about reasons for staying/leaving DSS employment 	Graduates who have completed employment obligation	Approximately 6 months after completion of employment obligation	<ul style="list-style-type: none"> Statistical reports from quantitative items Summary of qualitative feedback

Annual Reports from Individual University Programs

Appalachian State University
End of Year Report – Academic Year 2007-2008

Program Narrative

Appalachian State University's (ASU) Bachelor's of Social Work (BSW) Program has completed its eighth year of participation in the North Carolina Child Welfare Education Collaborative (NCCWEC). With an objective to educate BSW's entering the profession of Child Welfare Social Work, as well as to address the issues of recruitment, turnover, and retention of social workers in child welfare units of the North Carolina county departments of social services, ASU has a defined reputation of Scholar interns and Scholar graduates being highly sought.

There have been 63 BSW students selected as Child Welfare Scholars. These Scholars have declared a commitment in working to improve the lives of children and families by undertaking a specified BSW curriculum, an elective child welfare competencies class and a field placement in a child welfare unit of a county department of social services (DSS). Of the 63 Scholars selected; 3 Scholars are currently in school and 60 Scholars have graduated. Of the graduated Scholars: 4 graduates of May/2008 are job seeking; 18 are currently completing employment commitments of 1 or 2 years at DSS's; 5 are in money repayment; and 33 have fulfilled their repayment/ employment obligation with the majority remaining at DSS and in positions of child welfare.

Over the years, ASU BSW Scholars have been employed in 24 North Carolina counties and have made a significant contribution in the western region of the state. Some 91% of ASU graduated Scholars are employed in the region surrounding the university. During 2007-2008, 3 ASU Scholars became the first NCCWEC affiliates employed in Alleghany, Avery, and Lincoln counties. The numbers of ASU's educated and prepared Scholars entering field practica and employment in county departments of social services are major strength.

A major event this year was a Forum and Reception for ASU's Collaborative Program on January 10, 2008. The forum was attended by Senator Steve Goss and Representative Cullie Tarleton, as well as DSS directors, DSS supervisors, current and graduated Scholars, ASU administrators and Social Work faculty, and Evelyn Williams and Jo Adams from the Central office. There was representation from eight Departments of Social Services. The purpose of the reception was to emphasize the importance of continued and expended funds for the statewide child welfare collaborative, as well as to recognize the significant contribution made by ASU's BSW Scholars. Both Legislators expressed interest in and support of the Collaborative.

The 2007-2008 year was the most challenging and demanding in regards to the budget: revisions, re-appropriation of funds, and introduction of new budget format. Fortunately, ASU was the recipient of extra funds, but received authorization after most of the reconciliation cutoff dates established by ASU.

Ongoing goals for ASU's Collaborative program are to continue to expand our efforts:

- To obtain waiver status approval of the MSW curriculum and schedule pre-services classes;
- To secure the funded opportunities for MSW students;
- To continue advocating for additional BSW Scholar slots in that ASU has a proven record of success,
- To continue emphasizing that the off-campus cohorts are prime sites for attracting DSS employees seeking a BSW and planning to remain with DSS, as well as individuals already established in the community who will seek employment with DSS upon graduating.

The endorsements of current and graduated Scholars by our surrounding Departments of Social Services inspire the continuing efforts of Appalachian State University's Collaborative program.

Objectives, Deliverables, and Outcomes

Objective 1: Outreach and Recruitment. Facilitate outreach activities to promote social work education to members of the target populations: current DSS employees, persons preparing for employment and persons who reflect the diversity in the state and in the service system.

Deliverable 1: To fill the 6 funded service awards slots from a recruitment pool of 10 to 12 applicants.

Deliverable 1 Outcomes: Met and exceeded with 14 different students filling child welfare service award slots. These 14 Scholars were 4 students continuing from spring, 2007, plus 10 new selectees from a pool of 16 applicants.

Objective 2: Scholar Selection and Orientation. Coordinate a process to select and orient a cohort of child welfare Scholars.

Deliverable 2: To convene a Selection Committee and to orient new Scholars to program expectations.

Deliverable 2 Outcomes: Met through communications/updates to the Selection Committee, and scheduling /convening student interviews and selection processes each semester (September, 2007 and January, 2008). All selected Scholars met together or individually with the Child Welfare Coordinator for orientation and execution of agreements.

Objective 3 Curriculum: Improve the knowledge and practice skills of child welfare Scholars and other students by augmenting the educational curriculum through targeted coursework and public child welfare field placements.

Deliverable 3: To offer the *Child Welfare Competencies* (SW 3540) class for 5 days in fall and spring semesters on –campus and off-campus during summer school sessions for those cohorts. Likewise offering the child welfare courses: *Social Services with Children and Youth* (SW 4358) , Spring semester, and *Social Services with Troubled Families* (SW 4365), Fall semester, and one of these courses off-campus during one summer school session for off-campus cohorts.

Having 2 to 3 Field Seminar (SW 4690) classes offered each semester. Review of the BSW curriculum to assure all child welfare competencies are addressed. Other educational activities and in-services are held twice per semester, Scholars attending a state conference/workshop, and the UNC-Chapel Hill Social Work Department/Law School event are included. There are over 15 counties available to host field placements, and several elect to host more than one student per semester.

Deliverable 3 Outcomes: Met with noted variation in 2 areas: the class schedule change for *Child Welfare Competencies* (SW 3540) due to students' request, and inclement weather prevented attending the UNC-CH Social Work /Law Day in February, however an on-campus in-service/luncheon was held in April.

SW 3540: *Child Welfare Competencies* was offered both semesters on-campus; the 5 full days schedule was changed to a combination of evening and Saturday classes for fall, 2007 and for spring, 2008 the class met weekly for the 15 weeks session. In surveying interest and needs of students, a weekly class schedule better meets their needs. The off-campus cohort is taking the class during 2nd session of summer school in Hickory, NC. The child welfare courses offered were: 1) *Social Services with Troubled Families* (SW 4365) during fall semester/2007 and 2) *Social Services with Children and Youth* (SW 4358) during spring semester/2008.

Scholars met collectively each semester for any updates and lunch; as well as experienced professional educational events of NASW Fall Conference in Asheville in November, 2007 and a Forum and Reception for ASU's North Carolina Child Welfare Education Collaborative Program held in January, 2008, as well as an in-service: *'Making a connection...'* presented by Appalachian Family Innovations (AFI) in April, 2008.

Objective 4: Administrative Processes to Support Program. Maintain a schedule and administrative system for disbursing service awards, tuition, and reimbursements for full time and part time students according to the terms of their contracts.

Deliverable 4: ASU's system for disbursing funds to Scholars and tracking such disbursements is coordinated by the Project Coordinator (overseen by Co-Principal Investigators), in conjunction with the university Offices of Financial Aid and Special Funds.

Deliverable 4 Outcomes: Met in that the funds were requested, tracked and disbursed to Scholars, according to disbursement procedure of ASU and in conjunction with the University offices of Financial Aid and Special Funds.

Objective 5: Tracking and monitoring students. Maintain a web-based system for monitoring activities and tracking child welfare Scholars and graduates.

Deliverable 5: Maintain database of all students and graduates and complete the Bi-Annual reports regarding students and program activities.

Deliverable 5 Outcomes: Met with the collected/tracked/reported status of in-school Scholars, as well as the Scholar graduates reflected in database.

Objective 6: Transition from School to Work. Develop and maintain strategies to assist graduates secure appropriate positions in child welfare and successfully begin employment at DSS.

Deliverable 6: The Field Seminar classes for graduating students addresses areas of career planning (applications, resumes, interviews, etc.). These same areas are addressed with Scholars one to one. Available positions are posted and Scholar may be referred to specific counties. Directors of department of social services in surrounding counties frequently contact the Project Coordinator regarding vacancies, job referral, etc.

Deliverable 6 Outcomes: Met via the Coordinator's working closely with the 3 Instructors of Field Seminar classes of graduating Scholars; group meetings of Scholars and the Coordinator; as well as individual planning sessions with Scholars, during both semesters. Available child welfare positions are posted and notifications circulated to Instructors of Field Seminar classes for sharing.

Objective 7: Post Graduate Support. Provide follow up support services for employed Scholars in order to support their professional development and assist agencies with staff retention.

Deliverable 7: Maintain contact with employed Scholars via calls, emails, letters, and invitations to educational activities on-campus, a statewide professional conference bi-annually, a quarterly newsletter targeting graduates, and a school to work survival kit provided at the time of initial employment.

Deliverable 7 Outcomes: Met with maintaining contact with employed Scholars, generally at the same time an employment verification takes place with his/her supervisor. All current and former Scholars were invited to ASU's January 11th Forum and Reception. The Coordinator provides news and updates from ASU to the quarterly newsletter from the Central Office.

Objective 8: Program Evaluation. Implement multiple measures to collect process and outcome data related to program inputs, Scholar performance, and Scholar outcomes.

Deliverable 8: Schedule focus group for graduating Scholars. Administer the Knowledge Assessment at the conclusion of each Child Welfare Competencies class and prior to graduation. Secure field placement evaluations on graduating Scholars. Complete Year End Report.

Deliverable 8 Outcomes: Met in that a focus group for graduating Scholars was held in December, 2007; the Knowledge Assessment (KA) was administered on 4 occasions: 2 times per semester—at the conclusions of the *Child Welfare Competencies* class and the field placements; Child Welfare Field Evaluations on graduating Scholars were collected fall semester, 2007—but discontinued in spring, 2008; and end of year report as well as the above-referenced information was reported to Central Office.

Objective 9: Repayment System. Maintain a system of billing and collections for students and graduates who do not complete the service agreement and who must repay funds awarded.

Deliverable 9: Inform Central Office when notifying students and graduates who do not complete the service agreement, and if necessary proceed with a referral to Central Office for tracking funds owed, billing debtors, and collecting funds.

Deliverable 9 Outcomes: Met in that there were no notifications or referrals for repayment of money in 2007-2008.

East Carolina University
End of Year Report – Academic Year 2007-2008

Program Narrative

The Child Welfare Education Collaborative (CWEC) at East Carolina University (ECU) has continued a tradition of success since implementing the program in 1998. Graduates from our program are preferred by DSS agencies who are seeking child welfare social workers. We have received positive feedback from students, DSS agencies, Field Instructors, and others concerning the selection process, preparation of our students, and motivation and commitment of our staff. There have been some challenges this year with turnover in the Coordinator position and medical issues for our Administrative Assistant. However, the program has run smoothly with no major setbacks. Strengths and challenges this year are as follows:

Strengths:

- The Statewide Conference co-sponsored with the State CWEC was very well received and ran smoothly. Our CWEC faculty member chaired the planning committee. In addition, we had increased exposure nationally and statewide as the Coordinator conducted workshops in national and state conferences.
- There were students in placements where there had not been students before —relationships were built with those agencies. Feedback from DSS agencies indicated that our students were well prepared for child welfare work. A cooperative relationship with the Field Office allows for effective collaboration concerning Scholar field placements.
- The Coordinator is a member of the MSW Committee and the Faculty Member is a member of the BSW Committee with input into program decisions. An interim PI has been appointed who is invested in child welfare and will promote the Collaborative in the social work department, the university, and the community.
- A new MSW elective has been developed combining child welfare policy and practice, to be delivered in the fall of 2008. MSW Scholars will be required to take this course.

Challenges:

- The MSW program has changed to “Clinical-Community Practice with a Relational Perspective.” Practice specializations have been eliminated creating a need for our new child welfare course combining policy and practice. This change has also created some anxiety among DSS agencies as they struggle to understand how this change may affect social work education at ECU in terms of non-therapeutic social work.
- Creating added-value activities has been a challenge in terms of schedules and workload. Student projects have not produced expected results, though the Book Club has been beneficial.
- More contact is needed with students in off-campus programs, and after graduation.
- Maintaining relationships and conducting training with field instructors is needed so that learning can be optimal during internships.

Lessons Learned:

- The Collaborative has been successful in its selection process, maintaining high standards for selection into the program. Scholar graduates are reported to be well trained, prepared, and committed to child welfare work.
- Scholar graduates are interested in on-going contact with staff and each other, which would provide support and encouragement and would influence retention.
- Marketing of the program with an emphasis on child welfare as a desirable social work role and important work in the community will be important with both faculty and students.

Future Directions:

In the future the Collaborative at ECU will focus on the following strategies for enhancing our program:

- *Marketing*—with students we will focus on the community aspects of our new MSW program, promoting child welfare as a desirable social work career. We will reach out to BSW students promoting child welfare as important community work and discussing what their role would be as a child welfare worker. We will continue to provide guest lectures and will make our program more visible. With faculty, we will promote the Collaborative so that the program is valued in the school. We will continue to promote the Collaborative with DSS agencies.
- *Evaluation*—we will make an effort to determine the expectations of students as they consider participation in the Collaborative, and will compare these expectations with the goals of the Collaborative. We will also gather information from graduates on how well these expectations were met. By making these comparisons we hope students will have a realistic perception of the program, and we will have valuable feedback to enhance our program.
- *Follow-up*—Scholar graduates have expressed a need for post-graduate support from Collaborative staff and from each other. We will make contact that is more purposeful with graduates and will involve graduates in more Collaborative activities.
- *Details*—we will pay more attention to organization and structure to make sure tasks are completed in a timely manner, student information is complete, and the database is current.
- *Student Activities*—we plan to involve students in required readings, seminars, and a project involving Child Abuse Prevention Month. We have also discussed trying to involve our students in a community service-learning project.
- *Advocacy*—we will continue to advocate for additional funding so that more students can be served through the program.

Though the Coordinator was new to the program and the Administrative Assistant was periodically absent because of illness, the Collaborative at ECU has met most of its deliverables. Teamwork among the staff has been excellent. We had 16 graduates this year and only a few of them remain in job search at the year's end. We feel that this has been a very successful year.

Objectives, Deliverables, and Outcomes

Objective 1: Outreach and Recruitment. Facilitate outreach activities to promote social work education to members of the target populations: current DSS employees, persons preparing for employment and persons who reflect the diversity in the state and in the service system.

Deliverable 1: Conduct presentations to groups to invite them to a career in child welfare and to obtaining their professional social work education. These presentations will be given:

- In at least 10 local DSS agencies each year
- At the planning meetings for our off campus programs
- At annual conferences for social services staff
- At the Graduate Program Discovery Day
- During guest lectures in MSW and BSW classes
- At Declaration Day when students choose their specialization in the MSW program.
- At least 2 times a year at the Eastern DSS Directors meetings

Deliverable 1 Outcomes: The following activities were completed by the project coordinator and/or the faculty member assigned to the Collaborative.

- Visited 15 local DSS agencies. Met with Directors, Managers, and Supervisors.
- Delivered Collaborative posters to 5 local DSS agencies.
- Presented at the off-campus information session in Rocky Mount.

- Presented a workshop at the MRS Institute.
- Delivered one week of pre-service training at the Kinston Regional Training Center to newly hired DSS child welfare staff.
- Presented at the Graduate program Discovery Day, Orientation for MSW and BSW students, and the BSW Student Association.
- Guest lectures w in MSW and BSW classes regarding child welfare social work.
- Guest lectures at Eastern AHEC , Pitt Community College, and Walter B. Jones ADATC.
- Presented at the Eastern Regional Director's Meeting.

Objective 2: Scholar Selection and Orientation. Coordinate a process to select and orient a cohort of child welfare scholars.

Deliverable 2: A selection committee consisting of DSS Directors, DSS child welfare supervisors, Collaborative Graduates and ECU faculty will be convened each year. This selection committee will work to ensure that a maximum of 15 full time, 17 part time and 2 BSW students who are appropriate to child welfare practice are selected this year.

Deliverable 2 Outcomes: Fewer MSW students were selected this year than we had planned, so funds were used for several more BSW students, giving us a total of 10 new MSW full time, 4 new MSW part time, and 7 new BSW scholars. Two selection committees were convened:

- A committee was convened in June 2007 to select scholars for 2007-08. Twenty-one interviewers were on the committee, including directors, supervisors, program managers, scholar graduates, and faculty. The committee selected 9 MSW full time, 4 MSW part time, and 4 BSW scholars. They also approved continuing students.
- A second selection committee was convened in November 2007. Four committee members selected 1 new MSW full time and 3 new BSW scholars.

Objective 3: Curriculum: Improve the knowledge and practice skills of child welfare scholars and other students by augmenting the curriculum through coursework and public child welfare field placements.

Deliverable 3: ECU will offer specialized coursework and educational seminars, and will work closely with agencies for field placements:

- Provide focused educational experiences to address pre-service competencies.
- Offer SOCW 4520/6806 *Child Welfare Studies*, containing the required pre-service competencies. Also offer twice during the year a block of this course over 5-6 days.
- Provide child welfare course(s) for scholars and other interested students.
- Offer an elective course examining current issues in child welfare, organizational survival and/or how to work with families with mental illness.
- Facilitate infusion of child welfare content into the social work curriculum by providing guest lectures and course material and serving on program committees.
- Provide supplemental seminars and other experiences for scholars.
- Sponsor four (4) special forums each semester. Presenters will offer workshops and/or discussion groups on contemporary issues in child welfare practice. Graduates will be invited, as will the University community and DSS staff.
- Require students to read a selected book related to child welfare each semester and to participate in discussion groups.
- Participate in inter-institutional seminars (special topics in child welfare) using distance learning technology.
- Participate in annual faculty development activities to remain up-to-date on pre-service training content and teaching methods.
- The Collaborative Coordinator and the faculty member will each teach a weekly field seminar each year. This seminar is designed to support the student in the field and to

offer a forum for Collaborative students to share and learn together as they integrate the classroom learning with the real life field experience.

- Continue to average 15 to 16 counties hosting students in the field or employing our graduates. Also, work to encourage small northeastern counties to host students and offer field supervision from Collaborative staff.

Deliverable 3 Outcomes:

- SOCW 4520: *Child Welfare Practice* was offered in the fall and spring semesters and the first session of summer school.
- SOCW 6806: *Selected Topics in Child Welfare Practice* was offered in the fall.
- The 5 day pre-service block was offered for students entering field in the spring.
- The Faculty Member coordinated the review of the MSW and BSW curricula to certify that revised child welfare practice competencies required by NC law for DSS practice are being taught. Provided required documentation as to where in specific courses the competencies were being taught and compiled supporting materials.
- The Faculty Member administered Knowledge Assessments during both semesters.
- The Faculty Member coordinated the completion of Transfer of Learning Activities by BSW scholars and first-year MSW scholars in field placement.
- Guest lectures were given in BSW and MSW classes and the Coordinator and Faculty Member both served on school committees.
- Special Forums were not held this year, but Collaborative students were required to attend the Statewide Conference, co-sponsored, by the ECU Collaborative and the State Collaborative. The topic was "*Coping with Secondary Traumatic Stress.*"
- Students attended the Social Work/Law Day Event held at UNC-CH where they participated in or observed a child welfare court session. Social workers and attorneys gave feedback on their testimony and/or questioning.
- Students were required to read a book each semester related to child welfare practice and to participate in discussion groups about the books.
- The Coordinator and the Faculty Member participated in an inter-institutional seminar on Sakai, Inquiry-based Learning.
- The Coordinator and the Faculty Member participated in the annual train the trainer session for pre-service, attended the CSWE annual conference, and the Coordinator presented at the NSDTA conference.
- The Collaborative Faculty Member taught the field seminar for the advanced MSW's.
- Collaborative students were in field placements in 16 counties this year. Two of those counties were small northeastern counties. One new county was added.
- The Coordinator and Faculty Member served as external field instructors for students in agencies without an MSW.

Objective 4: Administrative Processes to Support Program. Maintain a schedule and administrative system for disbursing service awards, tuition, and reimbursements for full time and part time students according to the terms of their contracts.

Deliverable 4: The Collaborative at ECU will maintain records and ensure accountability using a 2- tier accounting process. The University-based system will be used for disbursing funds to scholars and tracking such disbursements. The Collaborative staff will maintain a QUICKEN based accounting system to track expenditures by type, student, and date. An individual file will be maintained for each student. All expenditures will be approved by the Coordinator and Principal Investigator before being reviewed by the accountant in Grants Management and routed for payment. Quarterly, the Coordinator will balance the accounts to ensure that all expenditures are documented and appropriately entered.

Deliverable 4 Outcomes: The Collaborative uses the University Banner system to track and monitor all expenditures. Spreadsheets are maintained on each student to track payments, repayment agreements, and total amounts paid to each student.

Objective 5: Tracking and monitoring students. Maintain a web-based system for monitoring activities and tracking child welfare scholars and graduates.

Deliverable 5: All applicants will be entered into the statewide Collaborative database. The database will be updated regularly. The Coordinator will prepare an annual report to the Central Office regarding students and program activities. Additional monitoring of student progress will be accomplished by the Coordinator and Faculty person serving as academic advisors to the students in the Collaborative.

Deliverable 5 Outcomes:

- Applicants have been entered into the database, and the database has been updated.
- An annual report was prepared for the Central Office.
- Advisors were not named for MSW's this year, but the Coordinator and Faculty Member have acted as unofficial academic advisors for our students.

Objective 6: Transition from School to Work. Develop and maintain strategies to assist graduates secure appropriate positions in child welfare and successfully begin employment at DSS.

Deliverable 6: Collaborative students will be exposed to discussions and information about the workplace and transitioning from school to work. Specific activities, particularly in the last semester will be:

- A forum-panel discussion by recent graduates describing their initial experiences in DSS and answering questions of the soon to be graduates.
- A recognition ceremony to recognize graduates. Local DSS Directors and Personnel Officers will be invited. Students will be encouraged to have applications and resumes ready for DSS representatives. A private space for interviews will be made available.
- The Coordinator will meet with each student to determine agencies they are interested in. A call will be made to the Director to inquire about vacancies/introduce the student.
- In seminar, the Coordinator will make a presentation regarding the personnel rules in North Carolina and discuss the process for applying for DSS jobs.
- The final semester field seminar will be used as the forum to discuss resiliency in social work and to discuss the issues students have as they face beginning practice.
- A bulletin board will be maintained as a central posting area for agency vacancies. Agencies will be encouraged to send postings to the Collaborative Program Assistant.

Deliverable 6 Outcomes:

- A forum-panel discussion was presented by Collaborative graduates describing their graduate school and DSS experiences as a Collaborative scholar.
- Jo Adams from the Central Office presented about applying for jobs and personnel rules.
- The Recognition Ceremony was held with graduates, field instructors, and directors.
- Students discussed resiliency and issues they may face as they begin their practice.
- The bulletin board was maintained with announced vacancies.
- Students registered for the child welfare employment list serve.

Objective 7: Post Graduate Support. Provide follow up support services for employed scholars in order to support their professional development and assist agencies with staff retention.

Deliverable 7: Graduates will be invited to the Collaborative statewide conference in 2008, and to the annual recognition ceremony, to discuss their experiences in the classroom, and to serve on the Selection Committee. Follow-up will be enhanced to include a face-to-face visit by Collaborative staff during the first 6 months on the job. For graduates hired into western counties, assistance will be requested from partners. Additional strategies will include:

- Prepare a plan for a mentoring program where graduates out in the field mentor recent graduates as they begin practice.
- Work with the Central Office and other Collaborative programs to develop strategies to maximize retention efforts for graduates.

Deliverable 7 Outcomes:

- Graduates were invited to the Statewide Conference, and 34 graduates attended.
- The Faculty Member submitted 10 articles for the alumni newsletter.
- Of the 14 students who graduated in 2007-08 and went to work in child welfare, we visited face to face with 3 and had phone contact with 6.
- Graduates who were field instructors were invited to the recognition ceremony;
- The mentoring program was not accomplished.
- Scholar graduates were invited to participate on both Selection Committees.

Objective 8: Program Evaluation. Implement multiple measures to collect process and outcome data related to program inputs, scholar performance, and scholar outcomes.

Deliverable 8:

- Administer the annual Knowledge Assessment and forward the completed assessments to the Evaluation Council.
- Conduct a focus group annually with the graduating scholars.
- Ensure that Field Evaluations are completed and submitted to the Central Office.
- Prepare an annual report of activities and submit to the Central Office, including the self-examination of projected deliverables for the year.
- Monitor closely the performance of students to ensure that the competencies expected are attained and documented.
- Participate as needed in all State Collaborative Evaluation Council activities.

Deliverable 8 Outcomes: All deliverables were accomplished.

Objective 9: Repayment System. Maintain a system to identify students and graduates who do not complete the service agreement and who must repay funds awarded.

Deliverable 9: Monitor and track student progression through program requirements initiating repayment as appropriate.

- Follow the required timetable and process for referring students for repayment.
- Verify continued employment on the required schedule and take action within 30 days if employment stops before the obligation is completed.

Deliverable 9 Outcomes:

- Verification of employment was achieved though sometimes not on the required timetable because of the illness and subsequent absence of our Program Assistant.
- Only one student was placed in money repayment this year. The reason for the student leaving DSS employment is not known.

**JMSW (UNC-Greensboro and NC A&T Universities)
End of Year Report – Academic Year 2007-2008**

Program Narrative

The Joint MSW program provides child welfare training for students in our MSW programs and for students in the BSW programs at NC A&T and UNCG. In 2007-2008, we served 16 MSW students, 4 BSW Scholars, and 6 waiver participants.

While we had another productive year, several themes have persisted over the past several years that have caused us concern. We continue to have difficulty making quality placements in some of our larger counties. While counties are cooperative and do work with us to find placements, the actual placements are often with non-MSW supervisors and require additional supervision, provided by either the agency or CWEC staff. We noted this year that some BSW students had placements so specialized that they left the placement knowing little about the overall work of child welfare. Collaborative faculty does not provide field supervision for these students and learned of this concern late in the year.

The placement problems contribute to as much as a 20-point difference in outcomes on the Knowledge Assessment for students in different counties. We think that the following will help with this problem:

- a. Meet with agency based faculty members in the fall to review results of knowledge assessment.
- b. Hold one training per semester with field based faculty in the agency setting.
- c. Encourage agencies to have a staff member who can coordinate placements for students.

We have noted a leveling of interest in child welfare among the MSW population and an increase in interest in the BSW population. This may lead us to a future request for two contracts to allow us to more fully serve the BSW students. We are pleased that our colleagues at NC A&T State University have been seeking the child welfare Training Waiver and now have six BSW students prepared to participate in training for the fall of 2008.

Objectives, Deliverables, and Outcomes

<i>Deliverable</i>	<i>Outcome</i>	<i>Comments</i>
Deliverable 1: Make contact with 6 regional DSS's & offer <i>Which Way to Graduate School</i> & other training to all regional counties.	Complete	<i>Which Way to Graduate School</i> was offered to all regional agencies, & training provided for one agency.
Deliverable 2: Select 14 full-time MSW Scholars, 2 full-time BSW Scholars, 3 part-time MSW Scholars, & 5 to 7 BSW Child Welfare Associates under the training waiver.	Complete	The number of students was altered to include 3 part-time & 7 full-time MSW's, 4 full-time BSW's & 6 BSW waivers.
Deliverable 3: Teaching <ul style="list-style-type: none"> · Faculty will teach 4 courses to graduates and undergraduates. · Faculty will offer 8 seminars to Scholars · Faculty will arrange special training for employment search for CW Scholars. Field <ul style="list-style-type: none"> · Field placements will be arranged in a minimum of 5 counties. 	Complete Complete Complete Complete	<i>Social Services for Children</i> is taught for majors and non-majors, & is our best opportunity to infuse the curriculum with child welfare content. <i>A Macro Seminar</i> is co-led by retired DSS Director John Shore. The 2 units are in Forsyth and Guilford

<i>Deliverable</i>	<i>Outcome</i>	<i>Comments</i>
<ul style="list-style-type: none"> · CWEC funds will be used to support 2 field based training units, with a minimum of 6 scholars/waivers involved in these units. <p>Curriculum Review</p> <ul style="list-style-type: none"> · Complete curriculum review for JMSW and UNCG · Assist NC A&T BSW program with curriculum review. 	<p>Complete</p> <p>Complete</p> <p>Complete</p>	<p>Counties. Many graduates from this placement have been hired by the agency.</p>
<p>Deliverable 4: An annual plan for selecting CW scholars will be developed each spring. All requirements for service, payment and re-payment will be tracked and monitored.</p>	<p>Complete</p>	
<p>Deliverable 5: Maintain database that includes all students & graduates. Submit bi-annual reports on student progress.</p>	<p>Complete</p>	
<p>Deliverable 6: Contact graduates quarterly to seek their status & progress. Contact 10 graduates per semester to provide support to the retention effort.</p>	<p>Complete</p>	<p>We have both formal & informal contacts to check on employment & general well-being of recent graduates.</p>
<p>Deliverable 7:</p> <ul style="list-style-type: none"> · Administer Knowledge Assessment according to schedule · Gather information from field instructors via Supplemental Field Evaluation. · Complete Year End Report · Evaluate all classes taught by CWEC faculty 	<p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Complete</p>	
<p>Deliverable 8: Provide the Central Office information required to maintain this system.</p>	<p>Complete</p>	

**North Carolina State University
End of Year Report – Academic Year 2007-2008**

Program Narrative

We ended this year with the resignation of our Collaborative Coordinator, Deborah Hairr. Deborah provided leadership for the program since September 1, 2005. She left a legacy of technological skill and desktop publishing capabilities that continue to amaze us. She brought her years of experience with Harnett County DSS and New Life Christian Adoptions to her work. She initiated the enhancement of the waiver program on our campus to the point that waiver students participated fully in scholar seminars and curriculum modules. She was a strong advocate for BSW-level issues with the Collaborative and worked to assure that undergraduate student interests were considered when decisions about policy and procedures were made.

We begin the 2008-2009 year with a new model and a new Coordinator. We rolled all of our personnel line items into one full-time position and hired Miriam Gold into the Coordinator position. Miriam will be performing all of the functions of the Coordinator; and in addition, she will be teaching SW 415/515 *Child Welfare* and working as a Faculty Field Liaison for scholars during their field semesters. Miriam has a BSW from Ohio State University and an MSW from Fordham University. She has years of experience in children's services in residential, group home, and family settings. In 1993, she went to Wake County DHS as the CPS Treatment Unit Group Coordinator. She left the agency in 1999 and returned in 2007 as an In-Home Services Worker and a trainer in Family-Centered Practice. She joined the NC State Collaborative Program in July 2008.

Our Scholars have excelled in many ways this year. **Jessica Rosenberg** received the Toby Brown Award in May 2008. This \$1000 award recognizes excellence in BSW students. **Glenna Boston** participated in the Guatemala Social Work Program through the Department of Social Work at NC State University. This 5-week Spanish immersion program combines service learning with 1:1 language instruction and home stays with indigenous families. **Malissa Street** is in Ecuador for a few months following graduation to re-connect with family and friends from her years of living in that country. As a bi-lingual BSW student, she will be an asset to the DSS that hires her.

Objectives, Deliverables, and Outcomes

Objective 1: Outreach and Recruitment. Facilitate outreach activities to promote social work education to members of the target populations: current DSS employees, persons preparing for employment and persons who reflect the diversity in the state and in the service system.

Deliverable 1: Develop and disseminate printed materials to potential child welfare scholars, current social work students and social work students newly admitted to the department.

Deliverable 1 Outcomes: *This deliverable was met.* We have a professionally designed information brochure and copies provided to each academic advisor to share with their advisees. The Undergraduate Advising Coordinator uses this brochure at all open house and student orientation events. In addition, the Collaborative Coordinator regularly posts announcements to the general BSW student listserv to assure that all students have current information about the Collaborative program.

Deliverable 2: Provide the NC State Collaborative display at the Social Work Meet and Greet welcome program, NC State University Open House, and the Social Work Volunteer Fair.

Deliverable 2 Outcomes: *This deliverable was met.* The Collaborative Coordinator always made sure that the display was attractive and current. She attended the Meet and Greet, Open

House and Volunteer Fairs and used this opportunity to reach out to students, to answer their questions, and to promote the program to everyone (students and parents, SW and other department faculty, agency representatives) who attended the events.

Deliverable 3: Conduct information sessions in social work classes.

Deliverable 3 Outcomes: *This deliverable was met.* The Coordinator worked with faculty to assure that they had the information they needed to accurately discuss the program in classes. She attended classes, herself, on a regular basis to promote the program.

Deliverable 4: Maintain the NC Child Welfare Collaborative at NC State University website.

Deliverable 4 Outcomes: *This deliverable is still in process.* The Coordinator contracted with a web designer to update the Collaborative website. The work was completed, and we are in the process of final review before it is actually posted. We anticipate that this will be completed by the beginning of the Fall Semester.

Objective 2: Scholar Selection and Orientation. Coordinate a process to select and orient a cohort of child welfare scholars.

Deliverable 5: Convene and support a Scholar Selection Committee to meet with all scholar applicants in the fall and spring semesters composed of agency staff, faculty, and Scholar Alumni.

Deliverable 5 Outcomes: *This deliverable was met.* The Coordinator organized a selection committee meeting in Fall and Spring Semesters to review applications and interview students. As a result of their work, we ended the academic year with a full cohort of scholars and a small group of waiver students.

Deliverable 6: Orient selected scholars to the program and facilitate execution of Service Agreement, Repayment Agreement, and other legal documents that may be required for program participation.

Deliverable 6 Outcomes: *This deliverable was met.* Paperwork is current on all of our scholars, and students were provided with a sound orientation to the program requirements to assure that they fully understood all aspects of the program prior to signing.

Deliverable 7: Maintain a group of 6 scholars in the program.

Deliverable 7 Outcomes: *This deliverable was met.* We maintained a full cohort of scholars in the program throughout the year.

Objective 3: Curriculum. Improve the knowledge and practice skills of child welfare scholars and other students by augmenting the educational curriculum through targeted coursework and public child welfare field placements.

Deliverable 8: Contract with a currently employed child welfare social worker to teach SW 415 Child Welfare during the Spring Semester.

Deliverable 8 Outcomes: *This deliverable was met.* Lisa Cauley, Child Welfare Supervisor with the Eastern Regional Center of Wake County, taught the course.

Deliverable 9: Purchase or rent educational materials that will be identified to facilitate delivery of the competencies.

Deliverable 9 Outcomes: *This deliverable was met.* During this year, we purchased the following educational materials, which were used to enhance the content in the value-added curriculum modules and associated scholars' seminar.

- In Their Own Voices: Transracial Adoptees Tell Their Stories
- In Their Parents' Voices: Reflections on Raising Transracial Adoptees
- English/Spanish Child Abuse Phrase Book
- Testifying in Court: A Guide for Child Protective Service Workers (DVD with discussion guide)
- Family-Centered Practice Interviewing: Collins Family DVD
- Making Sense of Addiction DVD
- Co-Occurring Disorder: Mental Health and Drugs DVD
- Amazing Talents of the Newborn DVD

Deliverable 10: Enhance the education program for students who are not child welfare scholars and students who participate in the waiver program.

Deliverable 10 Outcomes: *This deliverable was met.* All waiver students participate in the value-added curriculum modules provided to child welfare scholars. They attend the scholar seminar and complete SW 415 *Child Welfare*. The Coordinator has worked to assure that she and the faculty member teaching SW 415 stay current on child welfare issues and practices. The Coordinator attended the Annual Meeting of the Baccalaureate Program Directors Association this year in Destin, FL, and attended such sessions as:

- Teaching Social Work Through Digital Imagery
- Using Ethics, Knowledge and Enhancement of Critical Thinking
- A Model for Supervising the BSW Student
- Teaching Spirituality Sensitivity Across the Curriculum
- Integrating Service Learning into the Social Work Curriculum
- Evaluating Students' Classroom Experiences with Synchronous Distance Learning Technology
- Integrating Safety for Social Workers into the Curriculum
- Evidence-Based Practice
- Inter-professional Response to Latino Students at Risk of Dropping Out
- Preparing Future Social Workers for Child Neglect Intervention
- Using Technology to Facilitate Student Communication, Collaboration, and Support

The Coordinator used the information gained at these sessions to enhance the learning experiences of child welfare scholars and waiver students.

Deliverable 11: Develop and refine the child welfare course and a series of curriculum modules developed around best practice topics as an Independent Study, SW 498 Child Welfare Scholars Seminar.

Deliverable 11 Outcomes: *This deliverable was met.* As stated above, the Coordinator purchased educational materials and attended workshops aimed at enhancing the child welfare curriculum both in the class and in the seminar. The modules for the Scholars Seminar, which is attended by both scholars and waiver students, focused on such topics as:

- Dual Diagnosis: working with families where there is a diagnosis of mental health and substance abuse
- Transracial Adoption from the perspective of the child and the adopting parent
- Working with Latino families
- Agency Visit to Prison MATCH Program (Mothers and Their Children) to talk with incarcerated mothers about their experiences with child welfare social workers

- Agency Visit to The Healing Place for Women to talk with women participating in the program about their experiences with child welfare social workers
- Cultural Diversity: Examined cultures of Guatemala and Singapore and related information to work with children and families
- CPS Intake: Simulation and practice
- Understanding and Working with Latino Families
- Social Workers in the Court Room: video & discussion, UNC Law School Event
- Attendance at CWEC State Wide Conference, at ECU, Greenville NCSU
- Family Centered Practice
- Optional attendance at the 26TH Statewide Conference Prevent Child Abuse NC

Deliverable 12: Participate in annual faculty development activities to remain up to date on pre-service training content and teaching methods.

Deliverable 12 Outcomes: *This deliverable was met.* The Coordinator participated in the CWEC annual faculty development retreat; Pre-Service Train the Trainers Program; NC DSS Learning Symposium; NC State U. Children and Families of the NC National Guard Symposium; Annual Meeting of the Baccalaureate Program Directors Association; Coordinators' Symposium; Fiscal, Personnel and Technical Conference; and MRS Institute Conference. Attendance at these meetings helped to assure that the Coordinator was up to date on pre-service training and other relevant child welfare issues and practices.

Deliverable 13: Develop and maintain field education sites at local Departments of Social Services.

Deliverable 13 Outcomes: *This deliverable was met.* The Coordinator used opportunities as described above to network with DSS professionals to identify potential placement sites. She visited each field student during placement semester to assure that the Transfer of Learning activities were being addressed, and she used these visits to solidify the relationships between the DSS and the Department of Social Work. She encouraged Scholar alumni to work with students once they had completed the requisite two years of practice experience.

Deliverable 14: Provide orientation and ongoing support for agency-based field instructors.

Deliverable 14 Outcomes: *This deliverable was met.* The Coordinator met with interns and supervisors at Field Placement Kick-Off each semester. She reviewed the requirements for Scholar internships and the paperwork associated with the internships. She worked in partnership with the Faculty Field Liaison to provide support for field instructors and to be available to consult with them as they moved through the semester.

Deliverable 15: Work cooperatively with field education faculty to arrange appropriate field placements for child welfare scholars.

Deliverable 15 Outcomes: *This deliverable was met.* The Coordinator worked in partnership with the BSW Field Coordinator to assure that all Scholar and Waiver interns worked in internship settings that met the CWEC standards. She used her professional network to help the BSW Field Coordinator identify appropriate supervisors within county Departments of Social Services.

Deliverable 16: Refine field curriculum to ensure that scholars are provided quality educational experiences that address child welfare competencies.

Deliverable 16 Outcomes: *This deliverable was met.* As stated above, the Coordinator worked with field supervisors to assure that they provided the learning opportunities to the scholars and waiver students that enhanced their learning.

Deliverable 17: Contract with a social worker to serve as Field Liaison/Faculty for students in child welfare placements.

Deliverable 17 Outcomes: *This deliverable was met.* Susie Mallard Barnes served as Faculty Field Liaison for students in child welfare internships.

Deliverable 18: Facilitate integrative field education seminars for students.

Deliverable 18 Outcomes: *This deliverable was met.* Susie Mallard Barnes facilitated the weekly integrative field education seminars for scholars.

Deliverable 19: Ensure that students have met requirements and provide provisional pre-service training certification prior to placement.

Deliverable 19 Outcomes: *This deliverable was met.* The Collaborative Coordinator monitored student progress through the BSW curriculum and worked with the BSW Field Coordinator to identify students who were scheduled for field placement. She secured the pre-service training certificates for the students to give to the field instructors.

Objective 4: Administrative Processes to Support Program. Maintain a schedule and administrative system for disbursing service awards, tuition, and reimbursements for full time and part time students according to the terms of their contracts.

Deliverable 20: Maintain a system for disbursing funds to scholars and tracking disbursements.

Deliverable 20 Outcomes: *This deliverable was met.* We work with the Financial Aid Office on our campus, and we anticipate continuing that arrangement. The Coordinator assured that all paperwork was signed by the Scholar and that the requisite paperwork was completed for the Financial Aid Office to transfer funds into Scholar accounts.

Objective 5: Tracking and Monitoring Students. Maintain a web-based system for monitoring activities and tracking child welfare scholars and graduates.

Deliverable 21: Ensure that student data are accurately entered into the on-line database.

Deliverable 21 Outcomes: *This deliverable was met.*

Deliverable 22: Assess each scholar's progress at the end of each semester to make a judgment about continuation in the program.

Deliverable 22 Outcomes: *This deliverable was met.* The Coordinator worked with the BSW Field Coordinator and the BSW Program Director to monitor student performance. She reviewed the Application to Continue packet that each scholar completed to maintain eligibility to continue in the program each semester. When she had concerns about the performance of any student, she consulted with either the Field Coordinator or Program Director to make a decision. All scholars who did not graduate in December continued to the Spring Semester and those who were eligible for graduation did, indeed, graduate.

Deliverable 23: Verify employment status of graduates every 6 months until contract is fulfilled.

Deliverable 23 Outcomes: *This deliverable was met.* The Coordinator completed the paperwork for each Scholar graduate to verify employment status. She monitored the status of Scholar alumni who were still working through their service requirement.

Objective 6: Transition from School to Work. Develop and maintain strategies to assist graduates secure appropriate positions in child welfare and successfully begin employment at DSS.

Deliverable 24: Provide Employment Interview Simulation to SW 490 Field Work in Social Services students.

Deliverable 24 Outcomes: *This deliverable was met.* The Coordinator worked with the Field Liaison and BSW Field Coordinator to organize the simulated employment interview program during Fall and Spring Semesters. A variety of community professionals attended field seminar and conducted simulated employment interviews for “positions” in their agencies.

Deliverable 25: Provide scholars with job referrals as they are placed on the child welfare listserv.

Deliverable 25 Outcomes: *This deliverable was met.* The BSW Program Director regularly posts jobs on the BSW listserv. Any jobs that are forwarded to her as a member of the child welfare listserv are also posted. From time to time other faculty post; however, most of the child welfare positions are posted by the Program Director.

Objective 7: Post Graduate Support. Provide follow up support services for employed scholars in order to support their professional development and assist agencies with staff retention.

Deliverable 26: Send an annual newsletter to graduates to keep them informed of the Collaborative at NC State University.

Deliverable 26 Outcomes: *This deliverable was met.* The Collaborative Coordinator routinely submitted articles and pictures to Jo Adams who publishes the CWEC Newsletter.

Deliverable 27: Contact graduates to see his or her specific needs for professional development.

Deliverable 27 Outcomes: *This deliverable was met.* The Collaborative Coordinator maintained regular contact with scholar graduates to assess their training and professional development needs.

Deliverable 28: Include scholar graduates on the Selection Committee for new scholars; consult with scholar graduates for curriculum module suggestions.

Deliverable 28 Outcomes: *This deliverable was met.* During this grant period, Ashley Manning, scholar alum who is employed with Johnston County DSS, served on the selection committee. During the breaks in the selection committee meeting, the Collaborative Coordinator discussed ideas for value-added curriculum modules for future scholars.

Deliverable 29: Work with others to plan a statewide conference for scholars and alumni.

Deliverable 29 Outcomes: *This deliverable was met.* The Collaborative Coordinator worked with members of the Student Issues Committee to discuss and plan for training needs of current and graduate scholars.

Objective 8: Program Evaluation. Implement multiple measures to collect process and outcome data related to program inputs, scholar performance, and scholar outcomes.

Deliverable 30: Complete curriculum analysis to assess status of child welfare competencies in the social work curriculum.

Deliverable 30 Outcomes: *This deliverable was met.* The Collaborative Coordinator worked to assure that competencies were included in the social work curriculum at both the BSW and MSW levels.

Deliverable 31: Administer Knowledge Assessment to scholars.

Deliverable 31 Outcomes: *This deliverable was met.* The Collaborative Coordinator assured that the Knowledge Assessment was administered to scholars at the end of their internship semesters and at the end of the SW 415/515 Child Welfare class. Information from the assessment will be used to structure the value-added curriculum modules for 2008-2009.

Deliverable 32: Complete Supplemental Field Evaluation of child welfare competencies for all scholars completing field placements.

Deliverable 32 Outcomes: *This deliverable was met.* Evaluations were completed on each scholar intern during their placement semester.

Deliverable 33: Conduct focus group with scholars or waiver students and field supervisors of graduating students on a rotating basis with other Collaborative programs.

Deliverable 33 Outcomes: *This deliverable was met.* We participate in the focus group rotation system with other schools in the Collaborative. This grant period was not a year in which our program was scheduled for a focus group.

Deliverable 34: Provide a mid-year progress report and a year-end report to the Collaborative Central Office.

Deliverable 34 Outcomes: *This deliverable was met.*

Deliverable 35: Evaluate and refine modules used during the year for SW 498W Child Welfare Scholars Seminar.

Deliverable 35 Outcomes: *This deliverable was met.* The Collaborative Coordinator reviewed all modules and activities scheduled for this year and assured that all were relevant, current, and reflected the strengths-based, family-centered approach.

Deliverable 36: Work with the Central Office and other programs to develop strategies to maximize retention of child welfare scholars once they become employed at DSS.

Deliverable 36 Outcomes: *This deliverable was met.* The Collaborative Coordinator regularly attended meetings and participated in teleconferences with other Coordinators to discuss retention.

Objective 9: Repayment System. Maintain a system of billing and collections for students and graduates who do not complete the service agreement and who must repay funds awarded.

Deliverable 37: Identify students and graduates who have not completed the service agreement and refer them to the Central Office for repayment.

Deliverable 37 Outcomes: *This deliverable was met.*

**UNC-Chapel Hill
End of Year Report – Academic Year 2007-2008**

Program Narrative

The UNC-Chapel Hill School of Social Work has completed its ninth year of participation in the Child Welfare Education Collaborative. Two (2) scholars graduated from the program on December 15, 2007 and 13 scholars graduated on May 10, 2008. Two (2) Scholars will have August 2008 as the graduation date on their diploma. These Scholars participated in the Hooding Ceremonies with their cohort.

Twenty-eight (28) Scholars were served by the Chapel Hill Collaborative during the 2007/2008 academic year. This 28 included 16 new Scholars and 9 continuing scholars from the 2006/2007 cohort. Two (2) scholars withdrew from the Program after completing two (2) semesters. One new scholar withdrew from school. Three Waiver students were identified to fill these slots.

Twenty-eight (28) scholars were in Field Placements. All were placed in county departments of social services. Six (6) scholars completed Field in their employing agency. We continue to have non-collaborative students who are interested in completing their Field Practicum in a DSS/child welfare agency. The Collaborative Coordinator and Faculty serve as Field Advisor for any student that is placed in a DSS/child welfare agency. Three (3) non-Collaborative students completed their Field Practicum in DSS/child welfare agencies.

One hundred twenty-three (123) scholars have graduated from the from the Chapel Hill Collaborative program. Twenty-one (21) of the 123 graduates have been referred for “Money Repayment”. Fifteen (15) of the 21 referred for “Money Repayment” initially began their payback through employment in DSS/child welfare. Seventy-one (71) graduates have completed their payback through employment in a State or county social services agency. Twenty graduates completed their obligation during the 2007/2008 academic year.

Objectives, Deliverables, and Outcomes

Outreach and Recruitment

All new students receive information about the Collaborative as soon as they confirm they will be attending our School. The Collaborative Coordinator presented information about the Collaborative at New Student Orientation and Concentration Planning sessions for Distance Education/Part-time students. The Collaborative Coordinator also presented information about the Collaborative program at a September Information Session for the Winston-Salem Part-time program. This program was targeted for outreach and recruitment because of the number of current DSS/child welfare employees that are applying to the program. We had six (6) scholars and one (1) Waiver student in from this program. All six scholars are current DSS/child welfare employees.

Scholar Selection

The selection process for the Chapel Hill Collaborative continues to be team interviews with each team scoring and ranking their applicants. The Collaborative Coordinator reviews all applications and facilitates the scheduling and assignment of applicants for interviews. The Selection Committee meets as a full Committee to review the recommendations of each Team and make final decisions. The Teams include a member of the faculty from the School, a child welfare manager/supervisor from a county department of social services and a Chapel Hill Collaborative graduate. The blending of the Teams with this representation has proven to be very effective. They each bring a perspective to the process that assists us in selecting the best Scholars for our program. The graduates work to ensure that new scholars are truly interested in child welfare and have the ability to develop an understanding of what is needed to engage successfully with families in child welfare. The child welfare managers/supervisors help us select applicants who can manage the day-to-day expectations, roles and responsibilities, and

who demonstrate a level of sensitivity to the families. The faculty member on the Teams helps us watch for areas that may need to be monitored in Field and the classroom. They also help us evaluate where the applicants are in their practice and assess if child welfare is the area of social work practice that is best for them.

Sixteen (16) new scholars were selected from a pool of 26 applicants. Six (6) applicants were not accepted. One (1) declined offer and three (3) did not complete the application process. The 2007/2008 cohort had 8 slots available for new full-time students and 7 slots available for new part-time students. Thirteen (13) scholars from 2006-2007 were approved as continuing scholars.

We continue to pay attention to diversity. We had one male applicant this year. The age range of applicants is 23 to 48. Seven (7) are White/Caucasian; 8 are African American; and 1 multiracial and one is other. Seven (7) of the applicants have Bachelor of Social Work degrees; 3 have Bachelor of Science degrees; 3 have Associate degrees; 1 has a Masters of Education; and 6 have Bachelor of Arts degrees. Five (5) are currently employed in a county department of social services.

Orientation sessions for Scholars were held at the beginning of the academic year. Each session included a comprehensive review of the program expectations, Service Agreements, Repayment Agreements and other documents. Three (3) sessions were held. The first session was here at the School of Social Work for new and continuing full time scholars, and the second was at the Triangle Distance Education Program for the Scholars in that program. The third was in Winston for the students participating in the Winston Advanced Standing Part-time Program. All Scholars participated in an orientation session before they signed their contracts.

Curriculum/Coursework

Pre-service, Preparation for Field, was held in August 2007. The training is six days and is held over a two-week period at the School of Social Work. The trainers were Joanne Caye and Wanda Reives. The participants included 11 UNC-Chapel Hill Collaborative Scholars, 3 UNC students who were placed in County Departments of Social Services and 4 Collaborative scholars from East Carolina University.

The Chapel Hill Collaborative Coordinator chairs the Pre-service Task Force. As chair, she assumes lead responsibility for ensuring that all Schools have current information about Pre-service. Pre-service changes are sent to the Schools as they are received from the Division. A Pre-service Training of Trainers was held in May. Two sessions are held, one at Fayetteville State University and another at UNC-Greensboro. Revisions in our University Pre-services sessions/courses were reviewed as well as new legislation and policy changes that affect Pre-service.

The Chapel Hill Collaborative continues to provide a course for all Collaborative scholars, *SoWo 860-Child Welfare Perspectives and Practice* was taught in the Fall Semester. The purpose of the course is to provide a venue for scholars to connect their Field experiences with the theory and research available regarding work in child welfare. Students have the opportunity to meet with practitioners as well as former clients of the system. The course focused heavily on the process of critical thinking in child welfare. Students reflected on the biases they carry which will affect their work with clients. They focused on the ways that societal biases affect the manner in which services are provided. They prepared an annotated bibliography about an issue or particular challenge in child welfare. They researched their chosen issue and interviewed persons inside and outside the agency who are affected by the issue chosen. Lastly, each group presented their findings to the rest of the class.

Scholars have the opportunity to interview children (between the ages of 3 and 17), using forensic techniques, about a video the children watched here at the School. A major highlight for this course continues to be the involvement of clients and DSS/child welfare employees in the classroom. They speak earnestly about their opinions and experiences and clearly push the students to evaluate the child welfare system.

Joanne Caye taught SoWo-842-*Family Centered Social Work Practice* in the Fall semester. Collaborative Scholars are required to take this course because of its emphasis on practice with families and attention to child welfare issues. Students are encouraged to bring their Field experiences into the class to understand family and organizational dynamics their work with families.

Monthly seminars are held with Scholars. These seminars were designed to give the Scholars from both Foundation and Concentration years the opportunity to meet together as a group to discuss areas of interest. Topics included, *Safety Issues in Child Welfare; Sex Abuse; Understanding the Culture of DSS/Child Welfare; Child Welfare: Is This The Right Place for Me?; Diversity Issues in Child Welfare and Employment in Child Welfare.*

The Chapel Hill program presented its annual one-day training event with the UNC-Chapel Hill Law School. This event has proven to be very beneficial to both our Collaborative Scholars and the students at the Law School. Scholars from all Collaborative programs are invited to participate. Approximately 100 students and faculty attended. The event included a presentation on rules of evidence and a Mock Court which gave our scholars the opportunity to experience testifying and the law students the opportunity to represent clients and cross examine witnesses. Evaluations from the training event were extremely positive.

A special 1-day seminar was developed for the scholars in our Winston Advanced Standing Program. The focus of this Program is Management and Community Practice. The 1-day seminar focused on MACRO issues in Child Welfare. The seminar was taught following the learning model called Problem Based Learning (PBL). PBL has been used extensively as a model in Professional schools such as medicine, nursing, and pharmacy. This model was chosen for the Collaborative seminar because it provides participants with the opportunity to engage in critical thinking, increase their ability to work effectively within a group, and determine, somewhat independently, what is the best action in a specific context. It involves self-directed learning, which is important in positions of leadership.

Curriculum/Field Education

Twenty-eight scholars were in Field. All were placed in county departments of social services. Seven (7) scholars completed Field in their employing agencies. We continue to commend these agencies for their support and assistance with these placements. The Collaborative Coordinator and Faculty have responsibility for the placement and supervision of all Collaborative Scholars. They worked closely with the Field Education office to ensure adherence to Field policies and procedures. They also have an excellent relationship with Field Instructors.

No new agencies were added this year but we have added new Field Instructors. We are now seeing our graduates move into the role of Field Instructor in their agencies. Having Collaborative graduates serve as Field Instructors is very beneficial to our program. We did not have any disruptions this year. Our Coordinator and Faculty are serving as Field Advisor for all students placed in DSS/child welfare agencies. We also serve as Field Instructor when the agency does not have an MSW on site. We were the Field Instructor for 6 students this year. We continue to have a high level of interest in Field placements in county social services agencies from non-Collaborative students at the School. Three (3) non-Collaborative students completed their Field Practicum in DSS/child welfare agencies.

Joanne Caye and Wanda Reives facilitate the Foundation field Seminar for Foundation students who are placed in county departments of social services. There were 10 students (Collaborative Scholars and non-collaborative students) in the Seminar. The Seminar met for 2 hours every other week through out the academic year. Discussions of assigned readings, case presentations, role-plays of typical situations and current experiences in Field were the focus of the sessions.

Administrative Processes to Support Program

Scholars receive stipend awards in September after they sign Contracts and in January after they sign statements of their intent to continue participation in the program. Awards are given directly to the Scholars. Staff developed a process to coordinate the issuance of the awards with the School's business

office. Tuition and fees are paid directly to the University Cashier's Office prior to the beginning of each semester. Primary contact persons from the Cashier's office and the Office of Financial Assistance have been identified to assist with questions regarding student accounts. Letters, memorandums and information provided to Scholars at Orientation are used to inform them about our payment processes and coordination with the Office of Financial Assistance.

Scholars are required to submit their reimbursement requests monthly. New Repayment Agreements are signed after each reimbursement. Scholars receive Financial Statements outlining funds received at the end of each semester.

Tracking and Monitoring

Staff continue to track status of Scholars. A chart was developed as a visual tool to track Scholars by cohort. Information on scholars is entered and kept current. Status of Scholars and Graduates is reviewed quarterly. Graduates who have not submitted verifications of employment are sent reminders. Graduates completing "employment payback" are sent a Certificate and token gift from the Chapel Hill Collaborative expressing appreciation for their commitment to DSS/child welfare.

Transition from School to Work

The transition from school to work was addressed in our monthly seminars in the spring semester. Materials regarding "job search", including tips for completing interviews were given to each graduate. All graduates attended the School's annual Job Fair in April. Graduates are encouraged to notify the Collaborative Coordinator when they apply for positions. We have found a contact from our program to the employing supervisor prior to the interview to be very beneficial. Agencies are changing their policies to allow Scholars to apply for positions prior to graduation. Several graduates secured employment prior to their official graduation in May.

Post Graduate Support

Contact is maintained with Collaborative graduates. Graduates receive phone calls during the initial months of employment. Many of our graduates are employed in the agencies where our scholars are placed for Field. These graduates are always contacted when we are in the agencies for Field visits. We have four graduates employed in Catawba DSS, one of our western county departments of social services. Time was taken to meet with them as a group to celebrate the graduation of our two most recent graduates. Graduates initiate contact with the Collaborative Coordinator and Faculty when they are experiencing problems in their agencies, wanting to make a change, or just needing to talk. We had several situations this year where the "climate" of the agency was affecting the graduates' commitment to work in DSS/child welfare. Some of these graduates chose to leave child welfare. Others chose to change agencies. We are viewed as a major support system for our graduates.

Program Evaluation

Knowledge Assessments were administered to all Scholars in April. The Evaluation Council made the decision to discontinue the Supplemental Field Evaluations. A focus group for the program was held this year. The curriculum analysis has been completed and will be submitted to the Central Office.

The Selection Committee is used as an advisory group for the Chapel Hill Program. We discuss issues and experiences with current and past scholars to elicit their input. Their comments and recommendations are utilized in the development and implementation of our selection process.

Repayment

We have referred 21 graduates who will not complete their payback through employment in DSS/child welfare for "Money Repayment". Many of our graduates initially began their payback in employment in DSS/child welfare. We maintain very close communication with our students. We work diligently to assist them in securing employment in another agency before we refer them for Money Repayment.

UNC-Wilmington
End of Year Report – Academic Year 2007-2008

Program Narrative

In its eighth year the Collaborative at UNC-Wilmington has exceeded expectations. A record number of Scholars/Waivers participated in the program. The Field office successfully recruited DSS placements to accommodate seven internships, including two rural counties not previously served. The year began with the return of three Senior Scholars and four Waivers. Reallocation of service award monies among Universities allowed UNC-Wilmington to fund a Waiver student. Money designated for a rural placement was augmented with redistributed money to fully fund a second Waiver, bringing the total of funded Senior Scholars to five. Three juniors were also awarded Service Awards and two Waivers were accepted into the program.

Collaborative participants represented 10% of the total enrollment of the BSW program ensuring the infusion of child welfare issues across the curriculum. Faculty responded to the strong interest shown for the Collaborative with targeted assignments and discussions on child welfare. Scholars/Waivers participated in Field Seminars with students placed in other agencies, increasing awareness of child welfare issues and interest in child welfare careers.

University of North Carolina Wilmington draws its student body from outlying rural counties and the military population surrounding Camp Lejeune. As part of the University's mission to serve the larger community, both of these areas are of special interest to the Collaborative. Ongoing outreach to rural counties resulted in placements in Brunswick and Pender counties. Without service award money to offset travel costs, placements in these counties would not have been possible for students. Columbus County requested an intern. UNC-Wilmington was unable to fill the request partly due to the distance of Columbus County from the University. Jones County was also approached about the opportunities offered by the Collaborative and the opportunity to have an intern. However, at this time Jones County did not feel they had the resources to accept an intern.

UNCW has consistently placed interns at Onslow County DSS, which serves a mostly military population. The military population is growing, as is the stress associated with multiple deployments, and relocations from extended family and supports. The strain on families makes the headlines regularly with reports of increased domestic violence and child maltreatment. This population and the stress of military life need special attention. A BSW extension program at Camp Lejeune will begin this fall and will offer new opportunities to address the special needs of military families. A special seminar in the 2008/2009 academic year to address special needs of military families is in the planning.

The Strengths Collaborative at UNC-Wilmington continues to be a strong advocate of the Child Welfare Education Collaborative. The work of the Strengths Collaborative to provide education, training and research to support best practice in Social Work has an ongoing training program with Children's Services at New Hanover DSS. The Collaborative, in conjunction with the Strengths Collaborative, provided Solution-Focused training to Columbus County child welfare staff this past academic year. As part of the collaboration between the CWEC and the Strengths Collaborative a training video was completed for child welfare workers demonstrating Solution-Focused interventions with families.

A cohort of non-Collaborative MSW students placed in New Hanover DSS is limited in duties because of not having completed Pre-Service Training prior to placement. Collaborative BSW students are routinely given more hands-on experience in DSS placements because of their affiliation with the Collaborative. Expanding the Collaborative to the MSW program has strong support among faculty. The MSW program successfully completed the accreditation process in Spring, 2008, paving the way to pursue expansion of the Collaborative.

The success of the Collaborative is reflected in the hiring of Collaborative graduates in local DSS agencies. Of the seven Scholars/Waivers graduated in 2008, two were hired in the agency where they completed their internship and two more are under consideration for employment. Our community partners consistently praise the caliber and preparedness of Scholars for the challenging work of child welfare. Their support of the program is reflected in their participation on the Selection Committee for new Scholars, participation in Field Instructor Training offered by Field faculty, and by providing training directly to Collaborative participants in Collaborative seminars.

Objectives, Deliverables, and Outcomes

Objective 1: Outreach and recruitment. Facilitate outreach activities to promote social work education to member of the target population, including current DSS employees, persons preparing for employment, and persons who reflect the diversity in the state and in the service system.

Deliverable 1: Applicant pool will be large enough to select a highly qualified and diverse cohort of six Scholars for 2007/2008 academic year.

Deliverable 1 Outcomes: Five new juniors were accepted into the program, three Scholars and two Waivers bringing the total number of Scholars to twelve.

Deliverable 2: Maintain UNC-Wilmington CWEC web site, and bulletin board. Conduct 2 orientation meetings for potential Scholars annually, 2 presentations to county DSS agencies annually. Increase visibility of CWEC through Child Abuse/Neglect Prevention Activities 2 times per academic year, and through use of other visual material.

Deliverable 2 Outcomes: Web site and bulletin boards served as effective recruiting tools. Orientations for potential Scholars were held in fall and spring terms. *An Invitation to Choose* was shown to approximately 40 students. Presentations about the Collaborative were made at Columbus and Onslow County DSS's to about 20 employees in all. Child Abuse Awareness Activities included community events that raised over \$3000 for the purchase of toiletry items for children entering foster care. These items were donated to Brunswick, Onslow and Pender DSS's. On-campus activities included a campaign to raise awareness of the Collaborative and child maltreatment through a display of blankets representing child fatalities in North Carolina and distribution of printed information. Media coverage was obtained for these events.

Deliverable 3: Maintain field placements in existing participating counties and initiate contact with two additional counties to explore possible interest in serving as placement sites.

Deliverable 3 Outcomes: Scholars completed field placements in Onslow, New Hanover, Pender and Craven counties. Brunswick County accepted a new field placement and Jones County was approached about the possible field placements. At this time, Jones County did not feel they had the resources to provide supervision for interns and declined the invitation.

Objective 2: Scholar Selection and Orientation. Coordinate a process to select and orient a cohort of child welfare Scholars.

Deliverable 4: Recruit and orient Selection Committee members reflecting representation of community providers, graduate Scholars and faculty. Conduct interviews and select Scholars. Document Selection Committee activities.

Deliverable 4 Outcomes: A Selection Committee was recruited and oriented by the Coordinator. The Committee included DSS supervisors from Onslow and New Hanover DSS agencies, Social Work faculty, former Scholars currently employed in DSS, and the Field Director. Seven applicants were interviewed and five were selected.

Objective 3: Curriculum: Improve the knowledge and practice skills of child welfare Scholars and other students by augmenting the educational curriculum through targeted coursework, presentations, and field placements.

Deliverable 5: Offer *Child Abuse and Neglect* three times per academic year as a requirement for child welfare Scholars and Early Childhood Education majors and as a suggested elective for students in Criminal Justice.

Deliverable 5 Outcomes: *Child Abuse and Neglect* was offered in Summer II, Fall, and Spring terms for the 07/08 academic year. Seventy-six students completed the class. This class is a major recruiting tool for the Collaborative and a prerequisite for the *Seminar on Practice in Children, Youth and Families Services*, in which pre-service competencies are covered.

Deliverable 6: Offer *Seminar in Working in Children and Youth Services* once each academic year, required of all child welfare Scholars. This class covers the PST competencies.

Deliverable 6 Outcomes: Seminar on Practice in Children, Youth and Family Services was offered in Spring 2008. Seven students completed the class, including 5 Scholar/Waivers.

Deliverable 7: Offer six Scholar seminars each academic year to address best practices and supplement curriculum.

Deliverable 7 Outcomes: Six seminars were offered. Topics included substance abuse, domestic violence, documentation, discussion with former Scholars now employed, and Latino culture.

Deliverable 8: Place two Scholars in rural county DSS agencies.

Deliverable 8 Outcomes: Scholars were placed in Brunswick and Pender counties. A graduating Scholar was hired in Brunswick DSS following placement.

Deliverable 9: Two supervisors of Scholars in rural county DSS internships will attend a total of 14 field training seminars or workshops.

Deliverable 9 Outcomes: Supervisors from Brunswick and Pender County attended 5 training seminars each for a total of 10. Travel time and transportation costs were cited as reasons for not attending all training sessions.

Deliverable 10: Deliver 4 presentations over the academic year in selected social work classes to infuse child welfare content.

Deliverable 10 Outcomes: Four presentations were conducted in *Introduction to Social Work and Human Behavior and Social Environment* classes during the month of April, National Child Abuse Awareness Month.

Deliverable 11: Review MSW curriculum and begin process of application for an MSW Scholar Program.

Deliverable 11 Outcomes: Preliminary discussions of expanding the Collaborative to the MSW level have begun. Faculty have raised concerns about staffing resources, field placements, and supervision. Cross listing the SWK 411 (pre-service) course for both the BSW and MSW students, offering a concentrated pre-service for MSW students, or referring MSW Scholars to other universities for pre-service training have been raised as possibilities.

Deliverable 12: Six Scholars will attend UNC-Chapel Hill Law and Social Work event.

Deliverable 12 Outcome: Seven Scholars/Waivers attended the Law and Social Work event.

Deliverable 13: Six Scholars will attend UNC-Wilmington Undergraduate Conference.

Deliverable 13 Outcomes: The UNC-Wilmington Undergraduate Conference was cancelled for the 07/08 academic year. Instead, six Scholars attended the ECU conference.

Objective 4: Administrative Processes to Support Program. Maintain a schedule and administrative system for disbursing service awards, tuition, and reimbursements for full-time and part-time students according to the terms of their contracts.

Deliverable 14: Secure duly executed service agreements with Scholars upon acceptance into the program and repayment contracts after funds are distributed.

Deliverable 14 Outcomes: Repayment contracts and Service Agreements were completed for five seniors and three juniors.

Deliverable 15: University-based system for disbursing funds to Scholars and tracking such disbursements will be maintained.

Deliverable 15 Outcomes: The Collaborative Coordinator maintains a system with the Office of Financial Aid to track distribution of service awards. Money transmittal forms are a part of Scholar records.

Objective 5: Tracking and monitoring students. Maintain a web-based system for monitoring activities and tracking child welfare Scholars and graduates.

Deliverable 16: Maintain database that includes all students and graduates information relevant to program tracking and evaluation. Produce annual reports regarding students, graduates, and program activities.

Deliverable 16 Outcomes: Data for tracking and monitoring students is entered into the central database and maintained by the Coordinator. End of Year reports are generated.

Objective 6: Transition from School to Work: Develop and maintain strategies to assist graduates secure appropriate positions in child welfare and successfully begin employment at DSS.

Deliverable 17: Hold individual conferences with graduating Scholars to advise them of job search resources, job openings, and state application process. Liaison with surrounding DSS agencies and maintain a list of current openings. Post job announcements and links on Web site. Promote networking at state wide and local conferences.

Deliverable 17 Outcomes: Graduating Scholars met individually with the Coordinator to discuss job options, students were advised of the list serve for jobs, a bulletin board of job postings was maintained.

Objective 7: Post-Graduate Support. Provide follow-up support services for employed Scholars in order to continue their professional development and assist agencies with staff retention.

Deliverable 18: Phone and email contact with graduates keeping them informed of CWEC activities at UNCW, once each term. Maintain UNC-Wilmington Collaborative's web page. Participate in the development of a statewide professional conference. Contribute to Alumni newsletter.

Deliverable 18 Outcomes: UNC-Wilmington currently has three Scholars in employment payback. The Coordinator calls or emails Scholars once each term to provide support and keep Scholars informed of CWEC activities. Ongoing contact is maintained with three former Scholars employed at DSS. Former Scholars participate in the Selection Committee for new Scholars and meet with current Scholars in seminar sessions to discuss job realities.

Objective 8: Program Evaluation. Implement multiple measures to collect and process outcome data related to program input, Scholar performance, and Scholar outcomes.

Deliverable 19: Participate in Central Office data collection efforts, including the Knowledge Assessment, focus groups, and the postgraduate survey.

Deliverable 19 Outcomes: Twelve UNC-Wilmington Scholars/Waivers completed the Knowledge Assessment. Due to scheduling and transportation challenges, the focus group scheduled for UNC-Wilmington was not held and will be rescheduled for next year.

Deliverable 20: Conduct end of year discussions with Scholars, field instructors, and faculty to obtain program feedback for annual program report.

Deliverable 20 Outcomes: Discussions yielded positive responses. Field instructors reported that Scholars/Waivers were well prepared for internship, showed a high level of commitment to child welfare, and performed well in placement. Three graduating Scholars have been encouraged to apply for positions in the agencies in which they did their internships, and one has already been hired.

Deliverable 21: Conduct focus group with rural agencies and supervisors to receive feedback about the impact of student interns at their agencies, to be included in year-end report.

Deliverable 21 Outcomes: Coordinator met with field supervisors at Brunswick and Pender Counties and University Field Faculty to solicit feedback about rural placements.

Objective 9: Repayment System. Maintain a system of billing and collections for students and graduates who do not complete the service agreement and who must repay funds.

Deliverable 22: Maintain a system for tracking Scholars after graduation, monitoring and verifying employment to assist the Central Office in collections as necessary.

Deliverable 22 Outcomes: Scholars are tracked through the central database. The coordinator calls to verify employment every six months.

Outreach and Recruitment Posters